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ABSTRACT

The Northern Illinois University (NIU) bilingual/bicultural program is incorporated into an established elementary education program and provides teacher candidates with an integration of extensive practical field experiences and theoretical course work. NIU offers three program options. The Baccalaureate in elementary education with a bilingual/bicultural emphasis provides dual certification and centers on over 250 hours of field work, including a semester in which the candidate serves as a Community or Educational Intern under the auspices of selected community agencies or public schools. The 18-hour Post Baccalaureate Certification Program is designed to provide bilingual certification for and increase the competencies of teachers already functioning in bilingual classrooms. The Masters program is intended for those desiring both a Masters in elementary education and bilingual certification. Screening of program applicants includes a diagnostic language procedure. Extensive appendices to the program description include: faculty resumes; catalog descriptions of suggested courses; course recommendations for sample areas of concentration; a description of the NIU Learning Center and Bilingual/Bicultural Curriculum Center; admission requirements; and complete descriptions of the diagnostic language procedure and the field experiences. (SB)

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Elementary Bilingual/Bicultural Teacher Education Curriculum

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RC 012179

Elementary Bilingual/Bicultural Teacher Education Curriculum

ABSTRACT

The design of the Elementary Bilingual/Bicultural Teacher Education Program at Northern Illinois University is an integrated block model which incorporates the Bilingual/Bicultural Program into an already existing, well-established elementary training program. Delineated in the design is the program's admission criteria, including a diagnostic language procedure used in the initial screening of students; the school/community/university cluster and provisions for student teaching and practicum. The curricula for both the undergraduate and graduate programs are included.

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I. INTRODUCTION

Northern Illinois University has concluded that there is a need for a program leading to dual certification in elementary education and in bilingual/bicultural education for Spanish speaking elementary students. This conclusion is based on a review of:

1. The national and state legislative and judicial impetus in bilingual education.
2. Demographic data
3. Predicted local, state and national need.

It is our belief that bilingual education must involve bicultural education as well. Consequently, references to bilingual/bicultural education are used when referring to Northern's proposed program. The term bilingual education is used when referring to state and federal mandates and as a term of general reference.

The design of the proposed program stems from:

1. The definition of bilingual/bicultural education
2. Characteristics of Spanish speaking learners in bilingual/bicultural classrooms.
3. Characteristics of the teacher candidates in the proposed programs.
4. A definition of the cognitive skills, competencies and attitudes needed by bilingual/bicultural teachers in elementary classrooms.

II. DEFINITION OF NEED

Until recently, educational institutions in the United States have consistently failed to respond to the needs of the linguistically and culturally distinct student who has not been allowed to begin formal schooling in his/her native tongue nor to learn within the cultural framework s/he brings to school. Most reading programs, innovative instructional techniques and developmental psychology have bypassed these students in their need to cope with an alien environment.

Because of the prevailing attitudes of most of the public schools of the dominant culture, linguistically and culturally distinct students have been considered problems rather than assets, handicaps rather than resources. With the rise of ethnic pride in the late sixties and the increased awareness among members of the dominant society that the United States is a multilingual, multicultural society, also came the realization that the escalating number of students from backgrounds other than English were not being provided with equal educational opportunities. National legislation was enacted to provide a legal and financial base for the establishment of bilingual education, i.e., education utilizing the native language and culture of the student as frameworks for the development of effective educational programs and strategies. The first such legislation, the Bilingual Education Act (BEA), under Title VII of the Elementary and Secondary Education Act of 1965, was signed into law in 1968.

In the fall of 1971, the Commonwealth of Massachusetts became the first state in the nation to mandate bilingual education, as a regular part of the school program, in selected school districts and to appropriate state funds for the implementation of such programs. In September, 1973 Illinois passed an amendatory act to its school code, Public Law 78-727, mandating that bilingual education programs begin in July, 1976. Since April, 1975, a total of eight states have mandated that substantive courses be taught in a language other than English for the benefit of the non-English speaking students in the school systems. Twenty-two additional states have statutes which expressly or implicitly permit school districts to offer such programs.

Recent court decisions strengthen the national and state legislation by holding a district (San Francisco) in violation of Title VI of the Civil Rights Act of 1974, for failure to provide educational services for its non-English speaking Chinese students (Lau v. Nichols); by calling for the institution of bilingual programs in Denver (Keyes v. School District); by decreeing that the New York City Board of Education work with Puerto Rican community groups in the implementation of bilingual education (Aspira of New York, Incorporated v. Board of Education of the City of New York, et al.); and by finding a district to be discriminating against Chicano students and mandating that the school system implement bilingual education programs (Serna v. Portales Municipal Schools).

Each of these decisions is based on the concept of the denial of equal educational opportunity for the linguistically and culturally distinct. In the Equal Educational Opportunity Act of 1974, Congress defines as a denial of such opportunity "the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation of its students in its instructional program."

The U. S. Commission on Civil Rights and the Supreme Court have reasoned that the provision of an educational system which is exclusively monolingual (English) and monocultural ignores the strengths that linguistically and culturally distinct students bring to school. The provision of such a program in which English language skills form the core of what is taught before an individual can effectively participate in the program "makes a mockery of public education" (Lau v. Nichols). Such an educational program provides students with incomprehensible English, unfamiliar cultural frameworks and destructive societal prejudices.

In response to these legislative and judicial mandates, more than 500 bilingual programs in more than 25 languages have been implemented throughout the United States. With a ratio of more than ten to one, the majority of these programs are for the Spanish speaking. In February, 1975, the State Superintendent of Schools in Illinois (Cronin, mimeo) indicated that there were more than 130 bilingual programs serving more than 24,000 students in ten different languages in the State. As on the national level, the majority of these programs serve the Spanish speaking. The predominance of the Spanish speaking population among the speakers of native languages other than English is evident in the census data on both the national and state level.

According to the 1970 census, 33.2 million Americans, or roughly 16 percent of the U.S. population, speak a language other than English as a native language. Although Spanish, German, and Italian speakers are the most numerous, the largest linguistically and culturally distinct group in the United States is Spanish speaking. In March, 1974, the U.S. Bureau of the Census estimated the Spanish speaking population in the United States to be 10.2 million.* At present the U.S. Office of Education estimates that five million school-aged children speak a language other than English and that 4.5 million of these are Spanish speakers. More than three million of these children are Mexican-American and 800,000 are estimated to be Puerto Rican (Bilingual Teacher Preparation Conference Report, p. 39).

Illinois has one of the largest Spanish speaking populations in the United States--larger than that of New Mexico, Arizona or Colorado. Estimates of the State's population range from over 390,000 to more than 500,000 inhabitants (Baca, p. 8-9) In Northern Illinois University's service area, i.e., the northern counties, Baca (p. 36) reports a total of 103,805 Spanish surnamed students enrolled in elementary and secondary schools for the 1974-1975 school year. Many of the communities in the service area report increasing numbers of Spanish speaking students in their schools. The Chicago Tribune on January 19, 1975, reported an increase of more than 2,000 Spanish surnamed students during the 1975-1976 school year and a decrease of more than 13,000 students in the remainder of the school population. On October 1, 1975, HEW reported 21.7 percent of the student body in East Aurora as Spanish surnamed--an increase of more than 2 percent from 1974 and of more than 7 percent since 1971.

With the implementation of Public Law 78-727 which requires bilingual education programs to be implemented statewide, the Illinois Office of Education Bilingual Section suggests that 55,000 students will be affected by the mandate with an approximate 10 percent yearly increase thereafter. The effect of this mandate is reflected by projections of school districts in Northern Illinois University's service area. East Aurora School District #131 projects more than doubling its bilingual staff for mandated programs at all levels (elementary, junior high school, and secondary) by 1980 (personal communication). It is estimated that Chicago, alone, will need an additional 400 teachers to satisfactorily implement Public Law 78-727 (Bilingual Teacher Preparation Conference Report, p. 4).

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*See Baca for a discussion of inaccuracies in the compilation of the Census data.

Further evidence of the need within Northern Illinois University's service area is provided by a survey (Appendix A, p. 32 ; Also, Appendix B, p. 34 for supportive letters from school districts) of public school needs in bilingual education conducted by Northern Illinois University during January through March, 1976. Surveyed were 158 district superintendents in 129 school districts in the northern twenty-three counties. According to data from the Illinois Office of Education, the surveyed school districts have 565 attendance centers with sufficient numbers of Spanish speaking students to have bilingual programs (Coronado). Thirty of the 158 district superintendents are in the Chicago School System. One hundred and seven district superintendents or their designees replied to questions regarding present staff characteristics, projected staff needs and program delivery components. The respondents indicated that there was an immediate need for programs which would provide bilingual certification on the undergraduate and graduate levels for more than approximately 800 elementary and secondary teachers.*

These figures clearly define a need which has not yet been met. Consequently, Northern Illinois University proposes three options leading to the transitional bilingual certificate.

1. B.S. in Elementary Education with a Bilingual/Bicultural Emphasis
2. Post Baccalaureat Certification Program with a specialization in Bilingual/Bicultural Education for elementary teachers.
3. M.S.Ed. in Elementary Education with a Bilingual/Bicultural Specialization.

III. THEORETICAL AND PHILOSOPHICAL RATIONALE

The aforementioned State and national legislation, as well as statements by the Office of Civil Rights, concur by defining bilingual/bicultural education "as the use of two languages, one of which is English, as the medium of instruction in part or in all of the curriculum . . . The curriculum should include the study of the history and culture associated with the mother tongue. Such a program develops self esteem" (Senate Bill).

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*This figure is considered to be a substantial undercount of the total need in the northern twenty three counties since only ten percent (3 in a total of 30) of the district superintendents in Chicago returned the survey instrument. The thirty Chicago school districts contain 39 percent of the total number of attendance centers in Northern Illinois University's service area.

While providing a brief outline of a bilingual/bicultural program, this definition provides only the briefest hint at the competencies, and attitudes needed by the bilingual/bicultural teacher. Research on the education of the Spanish speaking and statements by influential professional bodies suggest more encompassing directions. Education in a culturally pluralistic nation must include the teaching of values and attitudes which support cultural diversity and individual uniqueness. Opportunities for existing ethnic cultures to participate effectively in the mainstream culture must be fostered. In short, the effective philosophical base for bilingual/bicultural education is the belief that in a culturally pluralistic nation equal educational opportunity means an equal chance to succeed for all peoples.

Bilingual/bicultural education is based on the belief that in order for an educational system to provide equal opportunity, it must be adapted to the unique characteristics and strengths of the linguistically and culturally distinct and that it must also be responsive to the needs of a culturally pluralistic nation.

Cardenas-Cardenas (1973) state that there are certain incompatibilities between the characteristics of the Mexican-American student and the educational program of the public schools. These forty characteristics have been grouped into: 1) language, 2) culture, 3) societal perceptions, 4) poverty, and 5) mobility. The authors caution that no one characteristic can be isolated but rather the characteristics are interrelated and interdependent. Although relating to Mexican-Americans in the Southwest, it is our position that the Theory of Incompatibilities refers equally well to the Spanish speaking student (Mexican-American or Puerto Rican) in Illinois' bilingual programs.

Language. Although often referred to as bilingual students, the students participating in the bilingual/bicultural programs are most likely to be either Spanish speaking monolingual or Spanish dominant students with a minimum of English language skills (categories I-III of the Public School Bilingual Census). Although the language of the students is Spanish, several varieties are spoken because of the different geographical, historical and linguistic backgrounds of the students in Illinois' bilingual/bicultural programs.

Culture. As indicated, the culture of Spanish speaking students in the bilingual programs in Illinois is varied. Although most of the Spanish speaking population is Mexican-American, Illinois' population is also composed of Puerto Ricans and other Spanish speakers. One of the aspects of cultural incompatibilities between the learner and the educational system is the obvious difference in the historical and geographical background of the students and the cultural images portrayed by the schools. Another more subtle and, in our belief, more important difference is the incompability between the cognitive orientation of the learner and that of the teacher and the public school system. Not only does culture play a determining role in the way one perceives and feels and in what one expects, culture also provides the references with which one thinks.

Societal perceptions, poverty and mobility. As members of an identifiable minority group, the Spanish speaking bear the brunt of negative societal prejudices and tend to occupy the lower end of the socioeconomic scale. Since behavior stems from an individual's perception of himself/herself in the interaction with surrounding others, racism and prejudice leave little opportunity with which to develop a strong self concept and identity . . . two important prerequisites for learning. Mobility, when perceived negatively and when no provision is made in the educational system, is another characteristic of incompatibility.

Viera in a forthcoming article refers to this incompatibility as "instructional shock" which she defines as the "result of cognitive conflict between one framework for learning and a completely different one for teaching." These researchers as well as others have concluded that the "essence of learning and teaching lies in the conceptual and cognitive frameworks of the learner and on how teachers learn to use these frameworks in an atmosphere of acceptance" and trust (Viera).

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IV. INTERDISCIPLINARY EFFORTS

Although much is still unknown about bilingual education and all of its ramifications, the need for the adequate training of educational personnel is paramount as is the interdisciplinary scope of such programs.

In the Fall of 1974, faculty members at NIU from several departments began meeting to discuss bilingual/bicultural education. The following Spring, the University Wide Advisory Committee on Bilingual Education was convened by the Provost as an interdisciplinary sounding board and as a vehicle for communication across departmental and administrative boundaries.

From this larger body, a ten-member group was formed as a Steering Committee on Bilingual Education. Composed of faculty from various colleges and departments, both Latino and non-Latino, and Latino community representatives, its focus has been to write various parts of the proposed program and to advise on directions in bilingual/bicultural education. A block of courses designed by some of its members in cooperation with the Spanish Division of Foreign Languages has now been approved and similar blocks of other courses are at various stages of approval.

The Steering Committee on Bilingual Education not only provided a basis for interdisciplinary input and support in the formulative stages of program development, it also provided for consistent review by Latino staff and faculty members. (Appendix C, p. 41 for the resumes of Latino faculty and staff members and those of program faculty).

During May, 1975, a team of four members of the Steering Committee participated in a task force visiting with bilingual educators throughout Northern's service area (Rockford, Chicago, West Chicago, Elgin, East Aurora) in order to assess the need for development of a bilingual/bicultural program and to elicit from public school personnel desired competencies, skills, and attitudes needed by bilingual/bicultural teachers. Another team of three members of the Steering Committee attended the Bilingual Teacher Training Institute held at California State/Los Angeles, July 7-18, 1975, under the directorship of Dr. Charles F. Leyba.

An immediate need for the inservice education of non-Latino teachers of Spanish speaking students was met by a pilot inservice program designed by members of the task force. Under the rubric of Education 502, Teaching the Spanish Speaking Bicultural Student, a series of developmental inservice sessions designed to meet the needs of the participants was delivered in West Chicago in the Fall of 1975 and in East Aurora in the Spring of 1976. Because of requests, the program will again work with teachers in West Chicago during the Fall semester of 1976. Complementary work is being done through the auspices of the Spanish Division of Foreign Languages in Chicago with the implementation of FLSP 501, Intensive Spanish for School Personnel.

These inservice programs are tangential and complementary to the proposed bilingual/bicultural certification program. They serve to provide a link with the public schools which will house our student teachers in bilingual/bicultural education and to begin a supportive network in these schools.

V. PROGRAM OBJECTIVES

The proposed program seeks to meet the cognitive and affective objectives suggested by the public school personnel as well as by the research in bilingual/bicultural education.

The program objectives are divided into General Programmatic Objectives, those objectives which can be seen as general goals of the proposed program, and Specific Objectives and Competencies which are linked to respective courses.

A. General Programmatic Objectives:

1. Communicate sufficiently in both the target language (Spanish) and in English to satisfactorily complete the Illinois approved language requirement leading to bilingual certification.
2. Understand the nature of language and of culture and their interaction with education.

3. Understand the culture, historical and geographical background, and the present day attitudes of the target group (Latino).

4. Successfully implement the teaching/learning process in a variety of content areas in bilingual/bicultural elementary classrooms for the Spanish speaking taking into account the specific socio-emotional, linguistic, cultural and educational needs of the student.

5. Participate in bilingual/bicultural classrooms for the Spanish speaking and in Latino communities.

B. Specific Objectives and Competencies:

1. BILINGUAL/BICULTURAL EDUCATION

ED. 324 Curriculum for the Elementary Bilingual/Bicultural Classroom

or

ED. 534B Improvement of Instruction in Bilingual/Bicultural Education

The proposed learning experiences will enable the candidate to:

(1) Develop teaching strategies taking into account linguistic, cultural, and developmental factors (of the learner).

(2) Assess existing curriculum materials noting linguistic and cultural relevance, scope and sequencing, and respect for cultural diversity.

(3) Incorporate into curricular materials those activities which accurately reflect the learner's culture (his/her community) and language.

(4) Identify community resources and ways of integrating members of the community into the learning process.

(5) Analyze various instructional models and their applicability to bilingual/bicultural education (ED. 534B only).

ED. 327 Individualized Competency Based Units: Educational Assessment of Latino Students

or

ED. 597 Individual Research: Educational Assessment of Latino Students

The learning experience will enable the candidate to:

(1) Analyze "culture fair" tests and their applicability to bilingual/bicultural education.

(2) Analyze existing assessment instruments and techniques in light of the cultural, linguistic and socio-emotional needs of the student.

(3) Identify the effects of the testing context (individuals involved, setting, language used, etc.) on performance levels.

ED. 407 Issues in Bilingual/Bicultural Education

The proposed learning experience will enable the candidate to:

(1) Identify the incompatibilities between the culturally and linguistically distinct learner (Latino) and the educational system.

(2) Identify, explain the legislative and judicial decisions supporting bilingual/bicultural education.

(3) Evaluate previous approaches to the education of the culturally and linguistically distinct and compare these approaches (benign neglect, ESL, compensatory education) to bilingual/bicultural education.

(4) Identify linguistic and cultural filters as the basic framework for the instructional process.

(5) Explain transitional and maintenance bilingual/bicultural education and relate this to society's committment to and the community's expectations of bilingual/bicultural education.

(6) Identify and examine biculturalism and cultural pluralism and their impact on the educational system.

ED. 426/526 Workshop in Education: Methods in Bilingual/Bicultural Education

This learning experience will enable the candidate to:

(1) Identify and implement methods in teaching content areas in the student's native language.

(2) Identify and create lesson plans in the student's native language in the various content areas.

(3) Develop instructional processes in the child's native language through performance-based evaluation (self and group).

ED. 433 Theory of Language and Bilingual/Bicultural Education

This learning experience will enable the candidate to:

(1) Define bilingualism in its various stages and relate these stages to instruction in bilingual/bicultural classrooms.

(2) Identify classroom "domains" and language use in these domains.

(3) Observe and define language use (English and Spanish) in selected bilingual/bicultural classrooms and in informal situations in the student's community and relate these findings to the instructional use of the student's first and second languages.

(4) Identify major bilingual communities in the U.S. and their history of language use and maintenance identifying the role of the educational process in this history.

(5) Explore the various theories of language learning and development and their applications to bilingual/bicultural education.

ED. 434 Educational Practices in Bilingual/Bicultural Communities

This learning experience will enable the candidate to:

(1) Participate in and observe home and community life in a Latino community.

(2) Improve skills in effective interpersonal relations in bilingual/bicultural situations and develop an awareness of self in relationship to own and to other cultures.

(3) Work with parents and other community members in the development of Parent Advisory Committees to the public schools.

(4) Identify community bases for use in the classroom.

ED. 435 Teaching Reading to the Elementary Bilingual/Bicultural Child (Target Language)

This learning experience will enable the candidate to:

(1) Identify and analyze methods and materials in teaching reading to the elementary bilingual/bicultural school child in his/her native language (Spanish) and in English.

(2) Review available instructional materials to teach reading to the bilingual/bicultural child in his/her native language (Spanish) and in English.

(3) Analyze the difference between teaching reading in the child's first and second languages.

(4) Identify and analyze the cultural, soci-economic and linguistic issues in teaching reading in two languages.

ED. 496B Bilingual/Bicultural Student Teaching (Elementary)

or

ED. 595B Practicum in Bilingual/Bicultural Education

The proposed learning experience will enable the candidate to:

(1) Implement a variety of instructional techniques in the learner's languages in the various content areas in actual classroom situations.

(2) Implement the use of community resources into specific learning environments.

(3) Structure and implement specific lessons utilizing a variety of instructional strategies in specific bilingual/bicultural settings.

(4) Create and support examples of cultural diversity in the classroom.

(5) Work with the master teacher in planning and implementing components in an inservice workshop for non-bilingual teachers.

(6) Plan for and implement instructional models in multiple subject matter in bilingual/bicultural settings.

(7) Participate as a member of an instructional team in bilingual/bicultural education in specific roles as designed in conjunction with the practicum supervisor (ED. 595B only).

2. CULTURE

By selecting from the following courses (Appendix D, p. 76 for catalogue descriptions) to complete an area of concentration (Appendix E, p. 81), the teacher candidate will gain knowledge about (in):

(1) The concept of culture, its origin, development and diversity. (ANTH 220. General Cultural Anthropology)

(2) Relationships of language to other forms of cultural behavior: the influences of linguistic structure and categories on modes of thought and cognition; cultural emphasis in languages; forms of language and their distribution. (ANTH 331. Language and Culture)

(3) Description, analysis, historical development and change of several Caribbean cultures, emphasis on social, economic, religious and aesthetic elements. (ANTH 404. Peoples of the Caribbean)

(4) Cultural background of Meso American ethnic groups; historical and contemporary socio-cultural systems of Indian, Negro and Mestizo groups in rural and urban areas. (ANTH 405. Peoples of Meso America)

(5) Art and architecture of Central and South America.
(ART 376. Latin American Art)

(6) Chicano cultural revolution through films, guest lectures, creative projects and newspaper and critical writing objectives. (ENGL 298. Topics in English Literature: The Chicano Renaissance)

(7) Spatial analysis of the cultural landscapes of Mexico, Central America and the West Indies.
(GEOG 333/436. Geography of Middle America)

(8) Spanish and Portuguese colonial empires in America from their foundation through the wars for Latin American independence. (HIST 280. Colonial Latin America)

(9) The Latin American republics from the wars of independence to the present. (HIST 281. Republican Latin America)

(10) The prehistory of the Americas from the coming of the Indian to the arrival of the Europeans.
(HIST 380/425. Ancient America)

(11) The Spanish conquest of America, focusing on the figure of the conquistador, studies in his social, economic as well as political role (HIST 381. Conquistadores: Spain in America)

(12) The quest for independence--political, economic and cultural--with particular attention to the Revolution of 1910-1920.
(HIST 382/426. Mexico Since 1810)

(13) Spanish-American literature from modernism to the present.
(FLSP 441. Spanish American Literature I)

(14) The literature of Columbia, Venezuela, Central America and the Spanish-speaking West Indies.
(FLSP 452. Literature of the Caribbean)

(15) Mexican literature with emphasis on the 20th century.
(FLSP 454. Mexican Literature)

(16) Evolution of the Spanish American pattern of civilization from the pre-Hispanic period to the present.
(FLSP 462. Spanish American Civilization)

3. LANGUAGES

By selecting from the following courses (Appendix D, p. 76, for catalogue descriptions) to complete an area of concentration (Appendix E, p. 81), the teacher candidate will gain knowledge about (in):

(1) The nature and function of language; anthropological motivations for the study of language contributions of anthropological linguistics; distribution and relationships of languages in the world. (ANTH 230. Anthropology of Language)

(2) The nature of language relationship of linguistics to other disciplines; language acquisition, linguistics change, language families, dialects. (ENGL 318. Language and Linguistics)

(3) Basic linguistic terminology, theories and methods of language analysis views of the systematic character of present-day American English. (ENGL 321. Structure of Modern English)

(4) Fundamental aspects of language and general principles of linguistic analysis. (ENGL 514. Principles of Linguistics)

(5) Phonology, morphology and syntax through traditional, structural and transformational approaches.
(ENGL 516. Grammars of Modern English)

(6) The linguistic, psychological and social problems encountered in teaching and learning English as a second language or dialect. (ENGL 433/522. Theories and Methods of Teaching English to Speakers of Other Languages)

(7) Effecting a transition from colloquial Spanish to standard Spanish. (FLST 381. Spanish for Native Speakers)

(8) Identifying and correcting language deficiencies (Spanish) with emphasis on composition and conversation.
(FLST 382. Language Problems of Native Speakers of Spanish)

(9) Development of composition skills in Spanish.
(FLSP 411. Advanced Composition)

(10) Development of Spanish oral/aural skills in topical situations emphasizing the development of specialized vocabulary.
(FLSP 412. Advanced Conversation)

(11) Discussing and dealing with the characteristics fundamental to the Spanish language; to be able to discuss the Spanish language in Spanish. (FLSP 485. Structure of Modern Spanish)

(12) The structural similarities and differences between Spanish and English. (FLSP 486. Spanish for Bilingual Teachers)

(13) The dialectical variations that exist within the Spanish language, especially as these variations apply to the Spanish spoken in the United States. (FLSP. 487. Spanish Dialects of the USA)

VI. PROGRAM OPTIONS

Housed in the Department of Elementary Education under the directorship of Dr. Charles A. Sloan. The Bilingual/Bicultural Educators' Program is rigorous and centers on providing prospective teachers with field experiences and course work which integrate theory and practice.

The Bilingual/Bicultural Educators' Program offers three options. Dr. Linda V. McCrossan, as Program Coordinator (For resumes, see Appendix C, p. 41) is responsible for the overall coordination of the program and its options including admissions, recruitment advisement, placement and supervision in field experiences, and development of The Bilingual/Bicultural Curriculum Center.

A. B. S. in Elementary Education with an emphasis in Bilingual/Bicultural Education.

This program is designed to provide dual certification in elementary education and the "Transitional Bilingual Certificate". Since it is our belief that bilingual/bicultural teachers must be qualified in elementary education and in the unique aspects of bilingual/bicultural education, the undergraduate program option seeks to integrate and sequence these strands. This sequencing is illustrated in Figure 1 on page 17. In so doing, the program seeks those students as candidates who have obtained language skills prior to program entrance and who have significant relevant cultural backgrounds for working with Spanish speaking students in bilingua/bicultural classrooms.

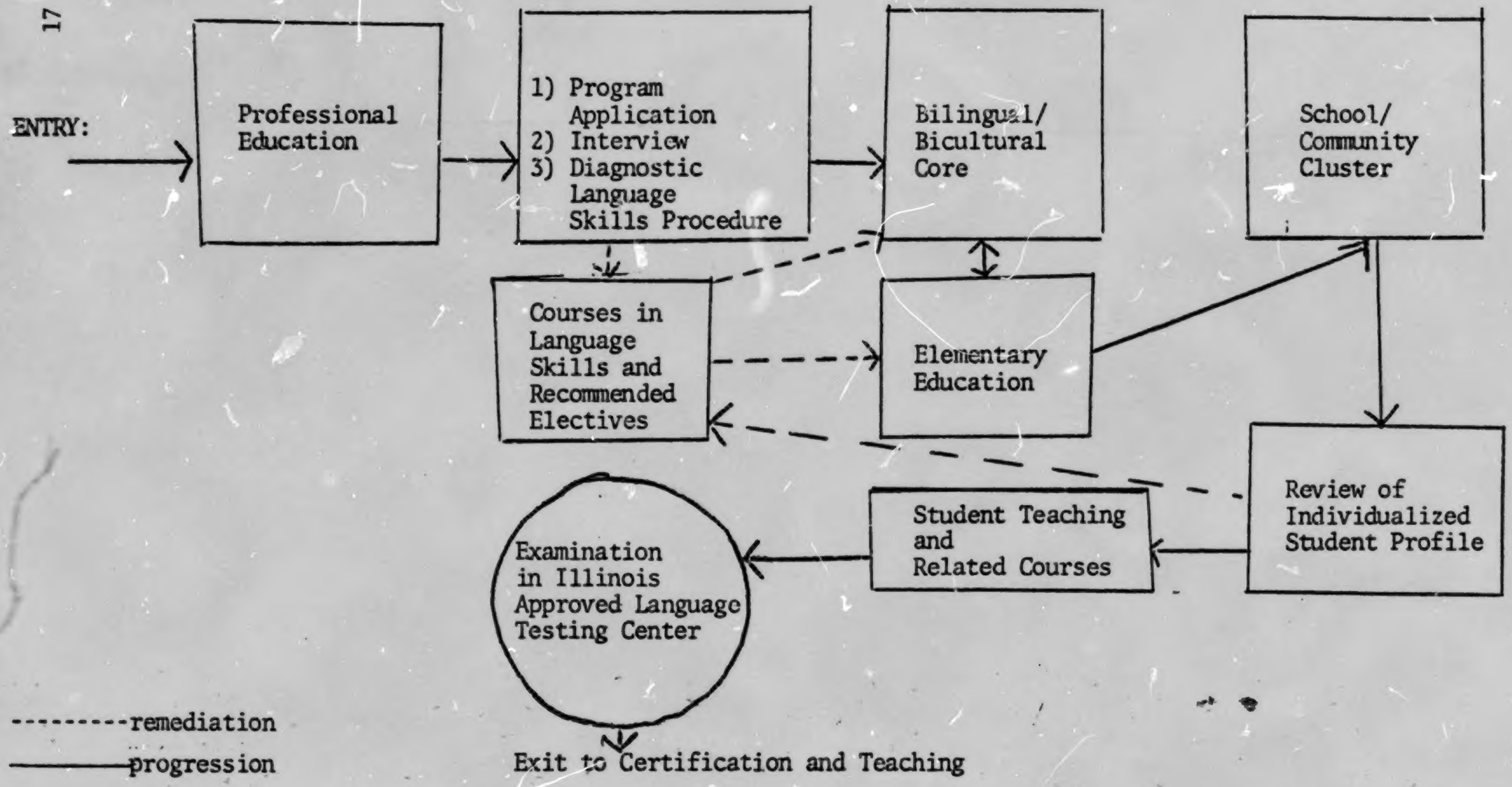
ENTRY:
Professional Education
1) Program Application
2) Interview
3) Diagnostic Language Skills Procedure
Bilingual/ Bicultural Core
School/ Community Cluster
Courses in Language Skills and Recommended Electives
Elementary Education
Review of Individualized Student Profile
Student Teaching and Related Courses
Examination in Illinois Approved Language Testing Center
---------remediation
———progression
Exit to Certification and Teaching

Figure 1: BILINGUAL/BICULTURAL EDUCATORS' PROGRAM
(Undergraduate Option)

This option centers on continuing field experiences beginning in the sophomore year in the regular elementary program.

A block of courses have been specifically designed in bilingual/bicultural education which have been approved by the Department of Elementary Education to satisfy departmental requirements as well as those in Bilingual/Bicultural Education.

The program is open to those students who have completed their first professional educational sequence in their sophomore year and to transfer students. Students who are interested in becoming members of the bilingual/bicultural program are urged to contact the appropriate advising offices before completing their general education courses, so that they may be counseled into those courses which satisfy both general education requirements and serve as background for the program.

A block of learning experiences, the Bilingual/Bicultural Core, has been designed to enable the teacher candidate to become knowledgeable about seven major areas as they relate to bilingual/bicultural elementary education: curriculum for the elementary bilingual/bicultural classrooms, foundations, methods, educational assessment, bilingual language use and development, reading and community experience. (Appendix F, p. 82)

As part of this program, the teacher candidate must meet the additional requirement of an appropriate 15 hour Area of Concentration. With the approval of his/her program advisor, the teacher candidate will select an Area of Concentration which will strengthen his/her preparation as an elementary bilingual/bicultural teacher (Appendix E, p. 80)

Although the program of study includes several blocks of courses, the program is sufficiently flexible to provide individual program planning in order to meet the varied backgrounds of the participating students. Prospective teachers in the Elementary option are expected to gain the competencies in bilingual/bicultural education as enumerated in "V. Program Objectives" (p. 8-16) as well as those exit competencies expected in the regular elementary education program (Appendix G, p. 86).

Several aspects of the undergraduate program are described in the following sections.

1. Admission.

All undergraduates must fulfill university requirements and those of the Department of Elementary Education. This includes admission into the professional educational sequence (Appendix H, p. 92).

PROFESSIONAL SEQUENCE* IN THE BILINGUAL/BICULTURAL EDUCATORS' PROGRAM UNDERGRADUATE PROGRAM

	The Child As A Learner	Introduction to Bilingual Education Language and Culture	The Teacher in The Classroom And In The Community	The Teacher In The Profession
Sophomore Block The Child as a Learner	CHILD DEVELOPMENT LEARNING (ED 303) EXPERIENCE IN OBSERVING AND WORKING WITH CHILDREN Major Focus	(Incidental Learnings)	(Incidental Learnings)	(Incidental Learnings)
Junior Block I Introduction to Bilingual Education	Continuing growth and extended use of this background	ISSUES IN BILINGUAL EDUCATION (ED 407) LANGUAGE AND LANGUAGE INSTRUCTION (ED 433, ED 341, ED 361) EVALUATION AND MEASUREMENT (ED 478) Major Focus	(Incidental Learnings)	(Incidental Learnings)
Junior Block II The Teacher in The Classroom and The Community	Continuing growth and extended use of this background	Continuing growth and extended use of this background	CURRICULUM AND METHODS Reading (ED435) Social Studies (ED342) Science (ED344) Curriculum (ED324) The Latino Community (ED434) EXPERIENCE IN GUIDING LEARNING and in COMMUNITY PARTICIPATION Major Focus	(Incidental Learnings)
Senior Block The Teacher in The Profession	Continuing growth and extended use of background in these areas.			ROLE OF THE TEACHER (ED 477) METHODOLOGY (ED 426) ASSESSMENT (ED 327)

*Suggested Sequence

In addition to the above requirements, undergraduates must be admitted to the Bilingual/Bicultural Educators' Program and must complete:

(1) A program application.

(2) An interview with a member of the Bilingual/Bicultural Educators' Program staff* (Dr. Linda V. McCrossan).

(3) Diagnostic Language Skills Procedures (Appendix J, p. 97) including placement in language experiences where appropriate. In order to satisfactorily complete the Illinois approved language requirement in the target language (Spanish), undergraduates must have sufficient language skills to be placed in advanced Spanish language courses (Appendix K, p. 100) if appropriate.

The program application will serve as a basis for the development of an Individualized Student Profile which will be used throughout the counseling and advising procedures during the program. The interview will serve to orient the prospective student to the concerns of bilingual/bicultural education and to the expected competencies needed by teachers in bilingual/bicultural classrooms. During the interview, the student will be counseled as to the feasibility of meeting the certification and program requirements prior to graduation.

2. Advisement.

A coordinated advising process has been established. Each student will be advised by the 1) MAJOR PROGRAM ADVISOR* who is a member of the Bilingual/Bicultural Educators' Program and who will be involved in instructional and field experience activities during the program. This individual will be responsible for providing supportive counseling and advising services throughout the program; for coordinating advising procedures; and for the development of the Individualized Student Profile; 2) UNDERGRADUATE ELEMENTARY EDUCATION ADVISING STAFF who will be responsible for advising the student about the university and departmental requirements and, where applicable, 3) LANGUAGE

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*During the initial phase of the program, Dr. Donald Reyes, Secondary Education, will fulfill these duties (Appendix C, p. 68).

SKILLS ADVISOR, Dr. Joe Palmer, (For resume, see Appendix C, p. 65) who will be responsible for counseling and advising the student about appropriate language experiences.

In order to assure adequate counseling procedures and program completion, all students in the Bilingual/Bicultural Educators' Program will be required to meet with the MAJOR PROGRAM ADVISOR prior to registration each semester. This counseling procedure will serve the dual purpose of evaluation of student progress through the program and of providing feedback in the form of student evaluation to the program staff.

3. School/Community/University Cluster.

The core of the proposed program options is a School/Community/University Cluster. The teacher candidates will be expected to spend one semester without remuneration in the second semester of the junior year or in the first semester of the senior year participating as COMMUNITY INTERNS under the auspices of selected community agencies and as EDUCATIONAL INTERNS in classrooms in the public schools of that community. In both instances, the field experiences will be coordinated by 1) a university supervisor* qualified in bilingual/bicultural education and 2) a bilingual/bicultural teacher and/or a community representative. For those candidates who lack previous experience in a Latino community, residential placement in the community is being negotiated under the auspices of selected community representatives and the Coordinator of the Community Assistance Project at the College of Continuing Education, Orlando Baca (Appendix C, p. 42).

While participating in the School/Community/University Cluster, candidates will be expected to participate in courses in the Bilingual/Bicultural Educators' Program. The hub of the experience is envisioned as the community and school internship in which the teacher candidates, university faculty members and community representatives can integrate theory and practice and action and reflection.

A description of the community site, suggested activities, and evaluation procedures can be found in the Appendix L, p. 102.

4. Student Teaching and Practicum.

Since the student teaching experience and practicum experiences are the capstones of teacher education programs, careful attention has been paid to the selection of an appropriate site. This is particularly crucial in bilingual/bicultural education where there is a dearth of qualified bilingual/bicultural master teachers.

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*During the initial phase of the program, the Program Coordinator will act as the university supervisor.

In cooperation with Elgin, Illinois, and the Department of Student Teaching at Northern Illinois University, the bilingual/bicultural program in Elgin has been chosen as the student teaching field site. The Elgin program provides a variety of possible practicum experiences in bilingual/bicultural education. Located in the district's Bilingual Center are a pre-school, first and second grade, third and fourth, and fifth and sixth grade classes. In additional sites in Elgin are a self-contained bilingual/bicultural first grade, two junior high school classes, and a nominal bilingual/bicultural program in high school.

During the 1975-1976 academic year, two student teachers successfully worked with the bilingual/bicultural program in Elgin through the auspices of Northern Illinois University's Student Teaching Center and the Department of Student Teaching. During the academic year 1976-1977, two more prospective teachers will work as student teachers in the Elgin Public Schools. Placement and supervision of the student teachers is coordinated through the Department of Student Teaching and the Bilingual/Bicultural Educators' Program. During the initial phase of the program, the student teachers will be supervised by the Program Coordinator, Dr. Linda V. McCrossan (For resume, see Appendix C, p.59).

5. Out-of-Country Placement.

Recognizing the dual need--a need also recognized by Illinois State legislation--of a foreign travel and residence experience for prospective bilingual/bicultural teachers, both Latino and non-Latino, during the summer of 1975, NIU's Office of International Programs sponsored two students at the National Autonomous University in Mexico City. The students were housed with private families near the University and, consequently, were involved in constant interaction with their host families and with members of the community. In addition, the students participated in and earned credit for courses related to the language and culture of Mexico.

In investigating possible field sites, the Associate Dean of the College of Education, also, visited with members of the National Autonomous University in Mexico City and several members of the Bilingual Steering Committee have investigated the Autonomous University In Guadalajara.

In cooperation with the Coordinator of the Bilingual Program in Elgin and NIU's Office of International Programs arranges were negotiated to provide a three week experience at the Instituto de Filologia Hispanica in Saltillo, Mexico for the summer of 1976. Arrangements were made with the Institute in Saltillo for residential placement in selected middle class Mexican homes.

In order to finalize the selection of appropriate field experiences out-of-the country on a continuing summer basis for teacher candidates in the Bilingual/Bicultural Educators' Program, a member of the program staff visited possible sites in order to confirm arrangements for an approximately six to eight week summer program to begin in the Summer, 1977. The summer program is designed to include residential placement in selected middle class families, course work which satisfies program requirements; participation in the cultural life of the Mexican Community.

6. Other Aspects.

One of the unique aspects of the undergraduate program is the continuous interaction between field experiences in public school classrooms and in University courses. This is particularly relevant in the area of methods. An undergraduate will participate in more than 250 hours of field experiences before graduation. An integral part of these field experiences is the learning of instructional methods in direct interaction with students. This learning is in addition to those which occur in courses specifically reserved for "methods". Since the field experiences begin in the sophomore year, a student has continuous instruction in educational techniques during his/her remaining three years of college. (Appendix L, P.102). Dr. Mary Louise Seguel is the methods instructor for the Bilingual/ Bicultural Educators' Program (For resume, see Appendix C, p. 72).

PROGRAM OF STUDY

*B.S. in Elementary Education with an emphasis in Bilingual/Bicultural Education

Bilingual/Bicultural Core

These courses are approved to satisfy departmental requirements and are recommended to satisfy state requirements.

EDUC 324	Curriculum for the Elementary Bilingual/Bicultural Classroom	3	
EDUC 407	Issues in Bilingual/Bicultural Education	3	
EDUC 435	Teaching Reading to the Elementary Bilingual/Bicultural Child (Target Language)	3	
EDUC 496B	Bilingual/Bicultural Student Teaching	9	
		18	
Further courses in the Core			
EDUC 327	Individualized Competency Based Units: Educational Assessment of Latino Students	1	
EDUC 426	Workshop in Education: Methods in Bilingual/Bicultural Education	2	
EDUC 433	Theory of Language in Bilingual/Bicultural Education	3	
EDUC 434	Educational Practice in Bilingual/Bicultural Communities	3	
		9	
TOTAL			27

Elementary Education: Other State and Departmental Requirements	23
(Appendix M, p. 106)	
University and State Requirements for General Education	53
(Appendix M, p. 106)	
Area of Concentration.	15
With program advisor's approval to be selected from courses in languages, linguistics, Spanish, and those which provide a background knowledge of culture. (Appendix E, p. 80)	
Electives	6
Total Credits for Graduation	124

---

*Spanish language proficiency must be obtained through a State approved testing center in order to complete the program. (See Appendix N, p.111)

B. Post Baccalaureat Certification Program in Bilingual/Bicultural Education

Unlike other States in the nation, Illinois has had bilingual programs for several years, and with the advent of the new law, programs will be added to already existing programs. As bilingual programs have been developed, teachers with varying backgrounds and credentials have been hired to staff the programs. Few teachers have had the opportunity to formally learn about bilingual education and to question and reflect about improvement of instruction in the bilingual/bicultural classrooms in which they teach. While some of these teachers may wish to participate in a graduate program leading to a Masters' degree, others may wish to take part only in those experiences which are aimed at the improvement of bilingual/bicultural instruction and which would lead to the "Transitional Bilingual Certificate". Consequently, Northern Illinois University proposes a Post Baccalaureate Program in Bilingual/Bicultural Education which is designed to increase the competencies of those teachers already functioning in bilingual classrooms.

The Post Baccalaureate Certification Program is designed with a mandated core of 18 hours for the teacher with an elementary degree. Those candidates who have had no experience in bilingual/bicultural classrooms will be required to participate in a 3-6 hour practicum in addition to the 18 required hours. Spanish language proficiency as tested through an approved Testing Center must be completed before being recommended for certification. (Appendix N, p.111)

Candidates in the proposed Post Baccalaureate Certification Program will achieve the competencies listed in "V. Program Objectives".

Admission: Post Baccalaureate Certification Program.

1. Elementary Certification.
2. Program application: Bilingual/Bicultural Educator's Program including:
    - (a) Experience with Latino students or community members (may be possible to obtain during the program)
    - (b) Interview with Bilingual/Bicultural Program Staff. During the initial phase, The Program Coordinator will interview candidates.

      or
    - (c) Two letters of recommendation (School District and/or Community)
    - (d) Spanish language skills as evidenced by either proof of successful completion of language skills procedures (Appendix N, p.111)

PROGRAM OF STUDY

*Post Baccalaureate Certification Program in Bilingual/Bicultural Education (18 hours)

Bilingual/Bicultural Core:

EDUC 407	Issues in Bilingual/Bicultural Education (3)
EDUC 433	Theory of Language and Bilingual/Bicultural Education (3)
EDUC 434	Educational Practice in Bilingual/Bicultural Communities (3)
EDUC 435	Teaching Reading to the Elementary School Bilingual/Bicultural Child (Target Language) (3)
EDUC 526	Workshop in Education: Bilingual/Bicultural Workshop (1-3)
EDUC 534B	Improvement of Instruction in Bilingual/Bicultural Classroom (3)
EDUC 597	Educational Assessment of Latino Students (1)

Electives: (With program advisor's approval)

EDUC 595B	Practicum in Bilingual/Bicultural Education (3-6) (Required if candidate has had no previous experience in bilingual/bicultural education classrooms)

Graduate courses in Spanish, English, Linguistics and Culture - general or specific - as determined by the student and his/her program advisor.

---

*Spanish language proficiency must be obtained through the testing center in order for program completion (Appendix N, p. 111)

C. M.S. Ed. In Elementary Education with a Specialization in Bilingual/Bicultural Education (30 hours)

The Master's Degree in Elementary Education with a specialization in Bilingual/Bicultural Education is designed for the individual who would like to seek the bilingual certification and a Master's Degree in Elementary Education. It is designed to provide a smooth transition from the Post Baccalaureate Certification Program into the Master's Degree Program in Elementary Education.

In addition to the competencies stated in "V. Program Objectives", the Master's Degree Option is designed to acquaint the student with the skills in research and the social, psychological, philosophical and the historical foundations of education. In addition, the M.S. in Elementary Education with a specialization in Bilingual/Bicultural Education allows the flexibility to the student and his/her advisor in planning a program which will best suit his/her needs.

Admission to the program includes the same requirements as admission to the Post Baccalaureate Certification Program in Bilingual/Bicultural Education as well as those requirements stipulated for entrance into the Graduate School at Northern Illinois University and into the Elementary Education Department.

PROGRAM OF STUDY

*M.S.Ed. in Elementary Education with a specialization leading to certification in Bilingual/Bicultural Education (30 hours)

Required Foundation

EDUC 503	Introduction to Educational Research (3)

Two of the Following

EDUC 500	Social Foundations of Education (3)
EDUC 501	Psychological Foundations of Education (3)
EDUC 504	Philosophical Foundations of Education
EDUC 505	Historical Foundations of Education (3)

Areas of Specialization**

EDUC 433	Theory of Language and Bilingual/Bicultural Education (3)
EDUC 434	Educational Practice in Bilingual/Bicultural Communities (3)
EDUC 435	Teaching Reading to the Elementary School Bilingual/Bicultural Child (Target Language) (3)
EDUC 407	Issues in Bilingual/Bicultural Education (3)
EDUC 534B	Improvement of Instruction in Bilingual/Bicultural Classrooms (3)

Electives (With program advisor's approval) (6)

Electives are to be chosen with the counsel of the Major Program Advisor and are recommended to be selected from the following areas:

1. Language proficiency courses (if needed)
2. Language Development and Learning
3. Early Childhood
4. Special Education
5. Recommended Liberal Arts and Science electives which will increase the candidate's knowledge of the language, linguistics, culture--general and/or specific.

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*Spanish language proficiency must be obtained through the testing center in order for program completion (Appendix N, p.111)

**EDUC. 595B Practicum in Bilingual/Bicultural Education is required if the candidate has had no experience in bilingual/bicultural classrooms (3-6 hours

VII. EVALUATION

The Department of Elementary Education is presently developing evaluation procedures for alternative teacher education programs. Consonant with this and the demands of teacher education programs in bilingual/bicultural education, evaluation procedures for the attached proposed programs will be designed during the Fall semester of 1976.

Several suggested models of evaluation will be investigated. Each model will be judged as to its ability to include feedback from:

1. Students participating in the program.
2. Community Members who have worked with our students.
3. Staff members of the program.
4. Members of the Bilingual Steering Committee
5. Public School personnel involved with our students or with our graduates.

APPENDIX

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Appendix A

Survey Bilingual/Bicultural
Education for the Spanish Speaking

SURVEY
BILINGUAL/BICULTURAL EDUCATION FOR THE SPANISH-SPEAKING

NORTHERN ILLINOIS UNIVERSITY

I. PRESENT STAFF CHARACTERISTICS

1. Do you currently have a bilingual/bicultural program(s) for children who are primarily Spanish-speaking? a. Yes 55 b. No 51 (If No, Please skip items #2 and #3 and continue with item #4.)

2. How many individuals are assigned to the program(s)? a. Teachers 325 b. Teacher aides 110.5 c. Counselors 7.5 d. Others 25

3. How many individuals who are bilingual in Spanish and English are assigned to the program? a. Teachers 331.5 b. Teacher aides 125 c. Counselors 7 d. Others 20.5

4. How many individuals who are bilingual in Spanish and English are currently employed by your district? a. Teachers 582.5 b. Teacher aides 133 c. Counselors 15.5 d. Others 58

5. How many Latins (Mexican-Americans, Puerto Ricans, Cubans, etc.) are currently employed by your district? a. Teachers 191 b. Teacher aides 99 c. Counselors 8 d. Others 84

II. FUTURE STAFF NEEDS

6. How many teachers specifically prepared in Bilingual/Bicultural Education for the Spanish-speaking would your district need in the next four years (1976-1980)? a. Elementary 223.5 b. Junior High 68 c. Senior High 98

7. How many of your present staff do you estimate would be interested in seeking certification as Bilingual/Bicultural teachers for the Spanish-speaking? a. Teachers 328 b. Teacher aides 82 c. Counselors 5 d. Others 3

8. How many of your staff do you estimate would be interested in earning a Master's degree (with certification) in Bilingual/Bicultural Education for the Spanish-speaking? a. Teachers 187 b. Teacher aides 28 c. Counselors 2 d. Others 2

III. BILINGUAL/BICULTURAL CERTIFICATION PROGRAM CHARACTERISTICS

Assuming that one viable avenue to provide fully certificated teachers for Bilingual/Bicultural Education for the Spanish-speaking is to additionally prepare present staff or upgrade teacher aides and provisionally certificated teachers:

9. Which academic year in-service classes do you believe your staff would prefer? a. NIU campus 3 b. Extension 74 c. No preference 15

10. Do you believe your staff would attend on-campus summer session(s)? a. Yes 44 b. No 43

11. Do you believe your staff would participate in an intensive, on-campus summer session(s) with a live-in Spanish Language House component?
a. Yes 30 b. No 52

12. The following components are strongly recommended for certification of Bilingual/Bicultural teachers for the Spanish-speaking. Rank them in the order of importance as you perceive them for your district. (1 being the most important.)

a. Community Involvement. ________

b. Selection and Development of Relevant Curriculum. ________

c. Latino Culture and the Classroom. ________

d. Language Arts in English as a Second Language. ________

e. Language Arts in Spanish. ________

f. Educational Assessment and the Latino Child. ________

g. Learning Characteristics of the Latino Child. ________

12.

	1	2	3	4	5	6	7	Total	$\sum$	$\bar{X}$	Rank	Mode
a.	2	9	10	10	10	8	41	91 90	482 475	5.30 5.28	7	7
b.	15	22	20	17	6	11	0	92 91	287 283	3.12 3.11	2	2
c.	7	4	8	15	27	22	6	90 89	414 408	4.60 4.58	5	5
d.	28	16	14	9	10	11	3	92 91	278 275	3.02 3.02	1	1
e.	8	6	9	13	19	15	22	91 90	433 428	4.76 4.76	6	7
f.	19	17	14	12	9	13	5	90 89	302 301	3.36 3.38	3	1
g.	15	19	14	13	13	7	8	90 89	312 310	3.47 3.48	4	2
Total	94	93	89	89	92	87	85	636 629				

A rank of one (1) is considered as most important.

Appendix B

Supportive Letters from

Schools and Community

Joliet Public Schools
JOHN F. KENNEDY
Administration & Diagnostic Center

420 NORTH RAYNOR AVENUE
JOLIET, ILLINOIS 60435
PHONE (815) 727-6431

DISTRICT NO. 86, WILL COUNTY
BOARD OF SCHOOL INSPECTORS
MELVIN C. SCHROEDER
PRESIDENT
ELMER E. GEISSLER
VICE PRESIDENT
LARRY R. McKAY
EDWARD R. ONOFREY
STEPHEN M. MASTERS, SR.
CAROL PRITZ
JAMES T. NORRIS
JEANETT SPENCER
SECRETARY

EDMUND R. PARPART
SUPERINTENDENT OF SCHOOLS
DR. DALE L. LANG
ASS'T SUPERINTENDENT, INSTRUCTION
MARTIN KIHERT
ASS'T SUPERINTENDENT, SPECIAL ED.
RICHARD E. MUHLIG
BUSINESS MANAGER
JACOB S. BRONCATO
DIRECTOR OF PERSONNEL

March 18, 1976

Dr. John H. Johanson
Office of Education - Office of the Dean
Northern Illinois University
DeKalb, Il. 60115

Dear Dr. Johanson:

This letter is a result of our conversation with Apolonio Coronado. In our conversation with Mr. Coronado, we explored various avenues to providing potential student teaching slots for the Spanish speaking student.

This letter is to indicate to you our willingness to provide support to your project and look forward to further articulating with you the needs of your program. As the Superintendent and I expressed to Mr. Coronado, we would like to assist you in the development of a bilingual-bicultural educational student teaching center for your prospective teachers.

We are extremely committed to bilingual-bicultural education and hope to do our part as a Local Education Agency to further the thrust of bilingual-bicultural education in the State of Illinois

If you have any questions regarding this letter, do not hesitate to contact us.

Jake

J. S. Broncato
Director of Personnel

JSB:iw
cc- H. Ned Seeley
Director Bilingual Education
State of Illinois

AURORA PUBLIC SCHOOL
WEST SIDE DISTRICT 129

OFFICE OF THE SUPERINTENDENT

80 SOUTH RIVER STREET
P.O. BOX 1428
AURORA, ILLINOIS 60507

March 10, 1976

John H. Johanson, Associate Dean
College of Education
Graham Hall 321
Northern Illinois University
DeKalb, Il. 60115

Dear Dr. Johanson:

I am pleased to know that NIU is considering developing a curriculum which will provide teachers the opportunity to achieve certification in Bilingual-Bicultural Education. I wish to encourage you in your planning for this program. Certainly this is an area of Public School Education which is becoming more pertinent and vital each year, and likewise the need for teachers with this training is increasing at a rapid pace.

Sincerely,

Dale Jones

Dale L. Jones, Director
Pupil Personnel Services

COMMUNITY UNIT SCHOOL DISTRICT No. 5
1800 SIXTH AVENUE
STERLING, ILLINOIS 61081

SUPERINTENDENT
815-625-3020

March 4, 1976

Dr. John H. Johansen
Associate Dean
College of Education
Northern Illinois University
DeKalb, IL 60115

Dear Dr. Johansen:

We had the pleasure of meeting with Dr. Coronado on February 27, 1976 and discussed the advisability of Northern Illinois University developing a curriculum that would deal specifically with the need of Bilingual Education.

As you are aware, we do have a sizable Mexican-American population in the city of Sterling. I took Dr. Coronado to our Wallace School which is 51.4% Spanish surname and walked him through our particular Bilingual Education Program with the assistance of Mr. James Blomberg, principal.

The University's undertaking to develop a curriculum is to be commended. We at Sterling feel a need for this type of candidate. Our recruiting in the greater Southwest proves to be of little avail, so I guess the solution is to grow your own. We certainly pledge the facilities of Community Unit #5 for the training of your student teachers in Bilingual Education.

If we can be of further assistance in the development of your program, please do not hesitate to call upon us.

Sincerely,

Robert I. Boggs

Dr. Robert I. Boggs
Superintendent

sa

District
U·46

ELGIN
STREAMWOOD
SOUTH ELGIN
HANOVER PARK
BARTLETT
WAYNE

4 South Gifford Street
Elgin, Illinois 60120
Area Code 312 - 741-6800

March 8, 1976

Dr. John H. Johansen
Associate Dean
College of Education
Northern Illinois University
DeKalb, Illinois 60115

Dear Dr. Johansen:

We wish to express our interest and support in your proposal to develop a bilingual-bicultural program which will result in a sequence of courses for teacher certification in this area.

We have approximately 1200 Spanish surname students in our District. Therefore, we certainly have a need to employ teachers with bilingual-bicultural training. We would be interested in considering the placement of student teachers, with this training, in our schools.

If we can be of further assistance, please contact me.

Sincerely yours,

Paul R. Lawrence

Paul R. Lawrence
Superintendent of Schools

PRL:MM

AMERICAN REVOLUTION BICENTENNIAL
1776-1976

School
District
U-46

ELGIN
STREAMWOOD
SOUTH ELGIN
HANOVER PARK
BARTLETT
WAYNE

4 South Gifford Street
Elgin, Illinois 60120
Area Code 312-741-6800

March 29, 1976

Dr. Linda McCrossan
Northern Illinois University
Gable 159
DeKalb, Illinois 60115

Dear Dr. McCrossan,

I am extremely pleased that NIU is developing a program in bilingual education at the undergraduate level because the need is great and the numbers of qualified teachers are few.

At the same time, I think it would be important to design a program for bilingual-bicultural community members who are, at the present time, employed in bilingual programs as teacher aides. Several of these women have expressed a desire to become qualified teachers and I think an undergraduate program should be designed with them in mind.

At the graduate level I see a need for a concentration in the area of bilingual education. Many bilingual teachers wish to go on for advanced work and there are no bilingual graduate programs available for them in the vicinity.

Also to be considered is the development and offering of specific courses geared to the cooperating teachers so that he/she may gain better awareness of the culture of the Latino students and how better to serve them when they are not in a bilingual classroom. The attitude and understanding of the bilingual teacher can only be truly effective when it is matched by that of the cooperating teacher. This attitude and understanding of the cooperating teacher is vital to the success of any bilingual program and is, perhaps, the weakest component of any bilingual design at the present time.

If I can be of any service to you in your endeavors, please feel free to call me.

Sincerely,

Barbara Sherman

Barbara Sherman
Coordinator of Bilingual Education

AMERICAN REVOLUTION BICENTENNIAL
1776-1976

Aurora Public Schools

East Side District 131

SCHOOL SERVICE CENTER
417 FIFTH STREET
AURORA, ILLINOIS 60505
TELEPHONE: (312) 896-9731

April 2, 1976

Dr. Linda V. McCrossan
Bilingual/Multicultural Eduation
Department of Elementary Education
Northern Illinois University
DeKalb, Illinois 60115

Dear Dr. McCrossan:

Marta Provenghi and I appreciate the opportunity afforded by you to join Dr. Ricardo Cornejo and others for dinner last night prior to his lecture at Simmons Junior High School. It was good to be able to share with such an outstanding educator, and to gain from the information received as a result of the discussion with those from the Bilingual Education Service Center and yourself. Please extend our thanks to the Graduate Colloquium Series for making it possible for Dr. Cornejo to visit Northern Illinois.

Regarding your inquiry on our participation in the community school cluster proposal, District 131 will participate in the school intern portion of that intern experience. We would be very interested in accepting interns from Northern Illinois University for their field experience for school interns in our bilingual/bicultural educational program. We will be looking forward to more information and hopefully you will be successful with your proposal thereby giving us the opportunity to serve Northern Illinois University in this capacity. It is also our intent to make available to Northern Illinois University opportunities to assign bilingual/bicultural education students at N.I.U. a student teaching experience with us.

Thanks again for your continued interest in District 131. We embrace the notion of cooperative efforts of the University and the local educational institution.

Sincerely,

Gerald Cavanaugh

Gerald Cavanaugh
Assistant Superintendent for Elementary Education

GC:eo

cc: J. Hinck
R. MacFeely

Illinois' FIRST Public School District

Appendix C

Resumes

VITA

Orlando G. Baca

PERSONAL BACKGROUND

Birth Date: April 7, 1938
Place of Birth: Santa Fe, New Mexico
Other: Bilingual Bicultural Spanish-Speaking

EDUCATION

New Mexico Highlands University, B.A., 1964
University of Iowa, M.A., Speech Communication, 1965
Northern Illinois University, Ed.D. Candidate, Educational Administration

PROFESSIONAL EXPERIENCE

Graduate Research Assistant, University of Iowa, 1964
Graduate Teaching Assistant, University of Iowa, 1965
Instructor, Iowa City High School, Summer, 1964
Director of Forensics, University of California, 1965-66
Instructor, Northern Illinois University, 1967-75
Program Coordinator, Northern Illinois University, 1975-

SPECIALIZED EXPERIENCE

Consultant, California High School Speech Association, 1965-66
Consultant, Southern California Speech Association, 1965-66
Acting Director, California State NUEA Office for High School Forensics, 1965-66
Coordinator, Northern Illinois University Living/Learning Program, 1971-72, 1972-73
Instruction for Bilingual Students; Immaculate Conception High School, Las Vegas, New Mexico, 1963-64; and Northern Illinois University Communication Skills Program, 1972-73, 1973-75

UNDERGRADUATE AND GRADUATE AWARDS AND SCHOLARSHIPS

First Place Awards in Debate, Oratory, Extemporaneous Speaking on Local and Regional Levels, New Mexico Highlands University, 1960-64
Ilfeld Honorary Scholarship (Awarded for Academic achievement), 1963
Who's Who Among Students in American Colleges and Universities, 1964
Graduate Scholarship, University of Iowa, 1965

OTHER EDUCATIONAL EXPERIENCE OR QUALIFICATIONS

Practice Teaching, Los Alamos High School, Los Alamos, New Mexico, 1963
High School Teacher Certification in English and Speech, New Mexico, 1964

VITA

Dr. Angel M. Diaz*
1548 Timberwood Court
Sycamore, Illinois 60178

Home Phone: (815) 895-6667

Northern Illinois University
Department of Special Education
Graham Hall 244
DeKalb, IL 60115

Office Phone: (815) 753-0655, Ext. 43

PERSONAL:

Age:	44	Birthplade:	Mexico
Sex:	Male	Citizenship:	U.S. (Naturalized)
Birthdate:	10/12/31	Marital Status:	Married
Health:	Excellent	Wife:	Mary Katherine (B.A., Math. Teacher)
		Children:	Marc, 6, and Michael, 9

EDUCATION:

High School: Holding Institute (Private Methodist School), Laredo, Texas

College: NAME	MAJOR	DATES ATTENDED	DATE & DEGREE
Laredo Junior College		50/51 & 54/55	
University of Texas (Austin)	Psychology	1955-1960	B.A. 8/57
University of Houston	Special Ed.	1961-1970	M.Ed. 1/68
University of Houston	Special Ed.	1961-1970	Ed.d. 8/70

EXPERIENCE:

1951-1954	U.S. Air Force - Honorable Discharge
1957-1960	Counselor (part-time) Brown Schools for Exceptional Children (Austin, TX)
1960-1967	Special Education Teacher of the Minimally Brain-Injured, Galena Park School District (Galena Park, TX)
1967-1970	Graduate student at the University of Houston
1970-1975	Assistant Professor of Special Education and Director of Educational Diagnostic and Remedial Services in the Department of Special Education (including the Reading Laboratory and the Clinical Teaching Center) at Illinois State University
1975-	Present position. Associate Professor of Special Education and Director for the Special Education Department's Prescriptive Education Laboratory at Northern Illinois University

HONORS, SPECIAL RECOGNITION, OTHER SIGNIFICANT ACCOMPLISHMENTS:

High School: President of student body, President of Junior Class, President of English Club, Honor Society

College: Member Kappa Delta Pi (education honor society), Phi Delta Kappa (education professional fraternity), President of Student Council for Exceptional Children, Member of Board of Governors of National S.C.E.D., Research submitted to, approved, and funded for $10,000 by U.S. Office of Education

*As of August 1976, a member of the faculty at Chicago State.

Professional - Public Schools:

Chairman, Galena Park Special Education Teachers of the minimally brain-injured

Chairman, Writing Committee of the Galena Park Schools' Curriculum Guide and Handbook for Teachers of the Brain-Injured, 1969

Member, Writing Committee of the Texas Education Agency's Curriculum Guide for Teachers of the Minimally Brain-Injured, 1968

Article published: "Effects of Visual and Auditory Background on Reading Test Performance", J.L. Carter and A.M. Diaz, Exceptional Children, Vol. 38, September, 1971, pps. 43-50

Professional - College:

Curricular Activities (at ISU, 1970-75)

Planned, developed and submitted a proposal for a graduate course - "Educational Assessment and Planning for Exceptional Children and Youth" (approved and being offered)

Planned, developed and taught an educational program package of three graduate courses (3 credit hours each) in Learning Disabilities to the State Office of the Superintendent of Public Instruction (OSPI) special education personnel, in Springfield. I taught these on extension over a period of three semesters. This was done at the request of the OSPI personnel. The three new courses I developed and taught were:

SED E489.04	Educational Problems of Children with Learning Disabilities
SED E489.05	Educ. Assessment and Planning for Children with Learning Disabilities
SED E489.06	Curriculum Development and Behavior Management of Children with Learning Disabilities

Planned, developed and submitted a proposal for a graduate program in Clinical Teaching

Contributed to the planning and development of a proposal (submitted by the Department for federal grant funds) for the training of teachers in the combined areas of Early Childhood Education and Special Education (approved and in operation)

Contributed to the planning and development of a proposal for a minor in Bilingual Education (approved and being offered)

Planned, developed and directed for five years the ISU Department of Special Education Clinical Teaching Center.

Planned, developed and submitted a Proposed Entitlement Program in Learning Disabilities (submitted by the Department and approved by the Illinois Certification Board)

For two years served as Director of Educational Diagnostic and Remedial Services for the Department of Special Education. This included among other things, planning, developing, and coordinating the diagnostic and remedial services of the Reading Laboratory and the Clinical Teaching Center.

Curricular Activities (at NIU, 1975-)

Planned, developed, and submitted two new graduate courses:

SPED 5__ ,	Advanced Clinical Practicum in Prescriptive Teaching
SPED 5__ ,	Program Planning and Evaluation Strategies for High Incidence Handicapped

Assisted on the development of the NIU-ISU doctoral proposal, and the National L.D. Evaluation Proposal

Chairman of the Graduate Practicum Committee - to develop policies and procedures, and coordinate practicum activities.

Planned the development of a series of videotapes on diagnostic instruments for production during the '76-'77 academic year

Prepared and presented workshops and a methods course for special education and remedial reading teachers related to the Woodstock Project

Taught the following courses:

SPED 509	Educational Diagnostics for Exceptional Children
SPED 520	Learning Disabilities in Children II
SPED 529	Advanced Educational Diagnostics for Children with Learning Disabilities
SPED 597	Practicum of Special Education (diagnostic practicum in the Prescriptive Education Laboratory)

Planned and presently developing and directing the department's Prescriptive Education Laboratory, an educational diagnostic/remedial center with a dual purpose of training advanced graduate prescriptive/diagnostic teachers and providing services to children. (See attached sheet on duties and responsibilities)

In the process of developing the policies and operating procedures for the Prescriptive/Resourse Classroom component of the PEL to be operational during the 1976 summer term.

Service Activities - Internal (at ISU 1970-75):

Co-Chairman, Special Education Department Curriculum Committee

Member, Special Education Department Executive Committee (administrators and coordinators of areas, with me representing Learning Disabilities and Diagnostic and Remedial Services)

Member, Ad Hoc College of Education Bylaws Revision Committee

Assistant Director, ISU Bilingual Education Program

Member, College of Education Appointment, Promotion and Tenure Committee

Member, ISU Graduate Faculty

Service Activities - Internal (at NIU 1975-):

Member, Human Services Committee (directors of the various NIU clinical services) for developing better interdisciplinary cooperation and providing coordinated services to clients

Member, Bilingual Education Advisory Committee (university-wide committee for developing interdepartmental bilingual education program)

Member, Bilingual Education Steering Committee (College of Education Committee for writing and submitting a teacher certification proposal)

Member, Provost's Advisory Committee on Minority Studies (University-wide committee for evaluating and resolving some of the problems in the minority studies office and program)

Service Activities - External (1970-75):

Executive Committee Member, Council for Exceptional Children, Midstate Chapter #84

President, Council for Exceptional Children, Midstate Shapter #84

Program consultant - Educationally Handicapped, Illinois Council for Exceptional Children, 1974 Annual Convention

Member, Illinois Council for Exceptional Children, Constitution and Policies Committee

Citation of Merit, awarded by the Illinois Council for Exceptional Children - Robert Abbott, President

Member, Advisory Committee on Bilingual-Migrant Education to the Illinois Office of the Superintendent of Public Instruction (OSPI) - appointed by Dr. Michael Bakalis, Superintendent of the OSPI

Member, Education Subcommittee of the Illinois Legislature's Spanish-Speaking Peoples Commission - appointed by Senator Daniel O'Brien

Evaluator for the OSPI of Title I Migrant Education Programs in Illinois

Consultant-speaker, Arkansas Migrant Education Workshop-educational evaluation and planning for migrant children (Arkansas State University - Jonesboro, Ark.)

Member, Advisory Committee for Equal Education Opportunities - Illinois State Scholarship Commission
Consultant, HEW Region V Office for Civil Rights (on testing and educational services for minority group children)

Educational Consultant, Illinois Department of Corrections, Juvenile Division
Consultant, National College of Education (Evanston, IL) for the development o their Learning Disabilities Program
Member, Adivsory Committee to Special Education, Chicago Board of Education
Member, Advisory Committee, Bloomington Board of Education
Consultant, Tri-County Special Education Association (Bloomington, IL)
Consultant, Bloomington-Normal Association for Children with Learning Disabilit
Consultant, Baby Fold-private day-care/residential child care agency (Normal, I
Consultant, McLean County Counsil for Child Care and Education (IL)

Papers, Presentations, Other Speaking Engagements:

TITLE	ORGANIZATION	PLACE	DAT
Clinical Approach to Learning Disabilities	Illinois Title I Workshop	Bloomington, IL	12/7
Learning Disabilities	Tazwell County Teacher's Institution	Pekin, IL	3/7
Educ. Eval. and Planning for Migrant Children	Arkansas Migrant Education Workshop	Jonesboro, Ark.	5/7
L.D. and Clinical Teaching	Peoria County Sp. Ed. Assn. Teachers Workshop	Peoria, IL	10/7
Clinical Teaching in Sp. Ed.	CEC Mid-State Chapter	Normal, IL	10/72
Diagnosis & Remediation of Learning Disabilities	Woodford County Teacher's Workshop	Metamora, IL	3/73
Problems of L.D. Children at Home and School	Bloomington-Normal Teacher's Workshop	Bloomington, IL	4/73
Learning Disabilities in the Regular Classroom	Vermillion County Teacher's Workshop	Danville, IL	10/73
A Clinical Teaching Approach to L.D.	Internat'l Symposium on L.D.	Miami, FA	10/73
L.D.: A Clinical Teaching Model	Annual Convention of the Illinois CEC	Chicago, IL	11/73
Recent Developments in Clinical Teaching	Tri-County Spec. Ed. Assn. Tchrs. Workshop	Bloomington, IL	11/73
Children w/Learning Dis. How can we help them ?	Roanoke Chapter of A.C.L.D.	Roanoke, IL	11/73
L.D. and the Preschool Child	McLean Cnty. Council for Child Care and Ed.	Bloomington, IL	2/74
The L.D. Child in the Regular Classroom	Bloomington Schools Teachers Workshop	Bloomington, IL	2/74
Problems in Educ. of the Disadvantaged Student (Keynote Speaker)	Symposium on Accnting. for Disadvantaged College Students	Knox College Galesburg, IL	2/74
Assessment of the L.D. Child	Bloomington Elem. Principal's Wkshop.	Bloomington, IL	4/74
Identification and Diagnosis of Learn. Dis.	Vermillion County Tchrs. Institute	Danville, IL	10/74

TITLE	ORGANIZATION	PLACE	DATE
Learning Disabilities	Kiwanis Women Regional Conference	Bloomington, IL	1/75
L.D. and Assessment of Bilingual-Bicultural Children	Bilingual-Sp.Ed. Teachers Institute (thru SIU)	Jalapa, Mexico	5/75
Status of Learning Disabilities in the Public Schools	Missouri Western St. College & Mo. Optometric Assoc. Wkshop	St. Joseph, MO	10/75
Diagnosing Learning Problems	Kendall County Teachers' Institute	Yorkville, IL	10/75

pages 48-49 not included in original document

Name	WALTER GUEVARA*
Place of Birth	La Paz, Bolivia
Citizenship	Bolivian

ACADEMIC AND PROFESSIONAL TRAINING

INSTITUTION—LOCATION	DATES OF ATTENDANCE *Month/Year*	 *Month/Year*	DIPLOMA OR DEGREE *(date received)*
High School:			
American Institute/La Paz, Bolivia	1/53	6/56	
American Community School/Paris, France	9/56	6/58	HS Dipl/1958
College:			
Saint Lawrence University/Canton, New York	9/58	6/61	
School of Engineering & Applied Science at Columbia University/New York, New York	9/61	1/63	
Saint Lawrence University/Canton, New York	1/63	6/64	AB Degree/1964
Graduate School:			
Indiana University/Bloomington, Indiana	9/64	9/66	MA Degree/1966
University of Chicago/Chicago, Illinois	9/66	-	

At present a candidate for PhD in Philosophy in the Committee on the Analysis of Ideas & the Study of Methods, University of Chicago. Degree to be conferred about (date—in pencil)

Title of Doctoral Dissertation: "Secrecy in Political Agreements and Philosophic Positions"

Dissertation Adviser: Professor Richard P. McKeon
Department of Philosophy
University of Chicago

Foreign languages read or spoken: spoken: Spanish, French
read: Greek, German

*Assistant Director of Minority Studies.

Candidate's Name WALTER GUEVARA

UNDERGRADUATE COURSES

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
Philosophy: Introduction to Philosophy Western Phil and Religion	Philosophy: Ancient Philosophy Modern Philosophy	Philosophy: Contemporary Philosophical Analysis	Philosophy: Plato Kant Existentialism
Mathematics: Introductory Mathematics Algebra	Mathematics: Analytic Geometry and Calculus I & II	Mathematics: Analytic Geometry and Calculus III&IV Analytical Mechanics: Statics & Dynamics	Ethics Philosophy & Literatu Philosophy of Art
Natural Sciences: General Physics I & II General Chemistry I & II	Natural Sciences: Intermediate Physics III & IV	Natural Sciences: Atomic and Nuclear Physics	Semantics and Logic Mathematical Logic Philosophy of Science
Humanities: English Composition, Reading, and Speech I & II	Humanities: English Literature I & II		Metaphysics
	Social Sciences: Principles of Economics I & II	Social Sciences: Introduction to Psychology I & II Principles of Sociology I & II	Social Sciences: History of Civilizatio Ancient & Modern Microeconomic Theory

Undergraduate Major:	Philosophy	Semester Hours:	45
Undergraduate Minor:	Mathematics Economics	Semester Hours:	24 9

GRADUATE COURSES (Taken at University of Chicago)

INSTRUCTOR	TITLE OF COURSE
Herbert Lamm	Concepts & Methods in the Natural Sciences
Herbert Lamm	Concepts & Methods in the Social Sciences
Richard P.McKeon	Concepts & Methods in the Humanities: Aesthetic Crit.
Michael Buckley	History of the Intellectual Disciplines: Logic
Charles Wegener	History of the Intellectual Disciplines: Poetics
Charles Wegener	History of the Intellectual Disciplines: Rhetoric
Richard P.McKeon	Science, History & Philosophy in Greece & Rome
Richard P.McKeon	Philosophy in the Renaissance
Herbert Lamm	History of Ideas: Man
Lloyd & Suzanne Rudolph	Political Modernization in Old & New Nations
Charles Wegener	Art & the Imagination
Charles Wegener	Plato's Symposium
Warner Wick	Aristotle's Ethics & Politics
James Redfield	Elementary Homeric Greek

INSTRUCTOR	TITLE OF COURSE
Richard P. McKeon	Disciplines of the Humanities: Philosophy, History, Poetry
"	Methods: Dialectic & Logic
"	Creativity: Poetic & Rhetoric
"	Aristotle & the Development of Logic
"	Aristotle & the Development of Scientific Method
"	Aristotle & the Development of Literary Criticism
"	Semantics: Hypotheses & Stateme
"	Arts: Themes & Arguments
	Inquiry: Systems & Structures
"	Thesis Preparation & Research

Preliminary Fields Method: Rhetoric Ideas: Discovery & Invention in History & Poetry

Fields of Concentration Method: Logic Field: Theories of Action & The Alleged Motion Toward Mankind: Heroes & Revolutionaries

GRADUATE COURSES TAKEN ELSEWHERE

INSTITUTION	INSTRUCTOR	TITLE OF COURSE
INDIANA UNIVERSITY		
Department of Philosophy:	Reginald E. Allen	Seminar in Metaphysics
	Newton P. Stallknecht	Aesthetics of Literature
	Reinhart Grossman	Modern Philosophy
Department of Linguistics:	L. Sanders	Phonology I
	Irene Warburton	Phonology II
	William Shetter	History of Linguistics
	Robert H. Whitman	Intro to Linguistic Analysis
Department of Spanish: (Literature Courses)	Josep Roca-Pons	Early Spanish Literature I
	A. Beltran	Early Spanish Literature II
	Willis Barnstone	Spanish Poetry of the Renaissa and the Golden Age
	Carlos Ortigoza	The Picaresque Novel
	Robert Weber	18th&19th Cent Spanish Literat
	Robert Weber	Generation of 1898:Poetry & Nov
	Harvey Johnson	Contemp.Spanish American Liter
	Miguel Enguidanos	20th Cent Spanish Literature
(Methods Courses)	Daniel Quilter	Methods of Teaching Spanish at the College Level
	Daniel Quilter	Applied Linguistics and Spanis Teaching Methods

Preliminary Fields: Philosophy, Literature, Linguistics (MA level)

Fields of Concentration: Spanish Literature and Methods of Teaching College Spanish (MA level)

Practice teaching: One Year **Subject:** Spanish **Level:** College

Candidate's Name WALTER GUEVARA

EXPERIENCE (*List positions in chronological order, from earliest to latest date, giving month and year. For present employment, show starting date only.*):

DATES from--to		INSTITUTION	LOCATION	TYPE OF WORK
9/63	6/64	Saint Lawrence University	Canton, New York	Language Lab Assista
9/65	6/66	Indiana University	Bloomington, Indiana	Teaching Associate
9/66	12/70	University of Illinois	Chicago, Illinois	Instructor in Spanis
1/74	5/74	Northern Illinois Universit	DeKalb, Illinois	Instructor in Histo
8/74		Northern Illinois Universit	DeKalb, Illinois	Instructor in Philosophy and Assistant Director, Center fo Minority Studies

Membership in Professional and Civic Organizations:
American Philosophical Association, Modern Language Association, National Association Bilingual Education, Council on Higher Education for the Spanish Speaking (member of t executive board), Minority Faculty and Staff Organization at Northern Illinois Univers (Treasurer 75-76), Committee of Latino Faculty and Staff at Northern Illinois Universi

Membership in University Committees: Bilingual/Bicultural Education Steering Committee (chairman), Advisory Committee on Latino Admissions, Committee on Latin American Studie currently at Northern Illinois University--.

Candidate's Name WALTER GUEVARA

SCHOLASTIC AWARDS (include honorary organizations):

Phi Sigma Tau National Honorary Society in Philosophy, Alpha Chapter (New York)
Fulbright Exchange Program Fellow, 1959-1964
German Academic Exchange Grantee, Goethe Institute at Kochel, Germany, Summer 1968
Fellowship Recipient, Organization of American States, 1970-1972
Tuition Grant Recipient, University of Chicago, 1972-1973
Selected to Participate through a Federal Award in the Bilingual/Bicultural Teacher Trainer' Institute at California State University/LA, July 6-18, 197

EXTRACURRICULAR ACTIVITIES:

Often, when being considered for employment, careful attention is given to your extracurricular activity interests. Please list those activities in which you have participated. Underline those you can direct. Indicate offices held.

Have contributed articles and can advise student publications and periodicals.
President, International House Resident Council, University of Chicago, 1969: can direct student activities including undergraduate and graduate, cultural, social, and residential.
Faculty Advisor, Organization of Latin American Students, Northern Illinois University, 1976-1977: have in the recent past and will in the near future organize a variety of cultur political, educational, and advisory activities with members of this group--mostly Latinos from the area of Chicago and Northern Illinois. Handball (play). Soccer (watch). Go Game (beginner). Wok Cooking.

PUBLICATIONS:

PERSONAL DATA SHEET

I. Personalia:

Vernon Eugene Lattin
595 Normal
DeKalb, Illinois 60115
Phone: (815) 758-0777
Birth: Winslow, Arizona, November 7, 1938
Married, five children
Ethnic Origin: Mexican American

II. Education:

Doctor of Philosophy, June, 1970
University of Colorado
Boulder, Colorado

(Dissertation: "Samuel Taylor Coleridge's The Friend: A Study in Argument and Methods of Expression.")

Master of Arts, June, 1965
University of New Mexico
Albuquerque, New Mexico

Bachelor of Business Administration, June 1960
University of New Mexico

III. Professional Experience:

Northern Illinois University, 1974-Present
DeKalb, Illinois
Assistant Professor of English
Coordinator, Communication Skills English

University of Tennessee at Chattanooga, 1970-74
Chattanooga, Tennessee
Assistant Professor of English

University of Colorado, 1967-69
Teaching Assistant, English

Wright State University, 1965-67
Instructor of English

University of New Mexico, 1963-65
Graduate Assistant, Philosophy

Harwood Girls High School, 1962-63
Albuquerque, New Mexico
Teacher of 11th and 12th Grade English

Courses Taught:
English Romanticism
Nineteenth Century Poetry
Minority Literature: Literature and Social Issues
American Ethnic Writers
Afro-American Literature
Image of Minorities in American Masterpieces
Coleridge (Undergraduate Seminar)
Blake and Yeats (Undergraduate Seminar)
Philosophy and Literature (Team-Taught Honors)
Myth, Symbol, and Poem (Team-Taught Honors)
Survey of American Literature
Survey of British Literature
Humanities
Composition
Communication Skills English

IV. Scholarly Activities:

Accepted for publication, April, 1976 by Thresholds in Secondary Education, "The Chicano Student and Anglo American Fiction."

Accepted for publication, Spring, 1976, in Proceedings of Third Annual Conference on Minority Studies, "Paradise and Plums: Appearance and Reality in Barrio's The Plum Plum Pickers."

Paper, "Some Unexamined Assumptions in Interdisciplinary Teaching" and Panel with Dr. Klinefelter, Emory University, April 8, 1972.

Commentator/Panelist on Chicano Literature, Third Annual Conference on MInority Studies, University of Wisconsin-LaCrosse, April 24--26, 1975.

Moderator/Panelist on "Politics, Education and the Latino," Fifth Annual Latino Arts Festival, NIU, April 18, 1975

TV presentation, "Latinos and Education," Channel 8, October, 1974, DeKalb, Illinois

Accepted for presentation, "Images of the City in Chicano Fiction," Fourth Annual Conference on Minority Studies, University of Wisconsin-La Crosse, April 22-24, 1976

Afro-American Studies Conference, Atlanta University, 1972, 1973

IV. Continued:

Fourth Annual International Bilingual Bicultural Education Conference and Workshop, Chicago, Illinois May 21-24, 1975

Modern Language Association, member

National Association of Interdisciplinary Studies for Native American, Black, Chicano, Puerto Rican, and Asian Americans, member

National Council of Teachers of English, member

V. Awards and Grants:

Undergraduate Scholarships:

1. Burkhardt-Parsons
2. Southern Union
3. McMillan Scholarship

NDEA Fellowship, University of Colorado 1970

U.C. Foundation Research Grant, University of Tennessee at Chattanooga, Summer, 1971

VI. Major Committees:

University of Tennessee at Chattanooga:
Departmental Council, 1972-73 (First non-tenured elected member)
Curriculum Committee, 1972-74
Honors Committee, 1973-74

Northern Illinois University:
Freshman English Committee, 1974-76
Communication Skills Steering Committee, 1974-76
Communication Skills Coordination Committee 1974-76
Minority Committee to Interview Assistant Provost for Personnel Candidates, 1974-75
Minority Committee to Interview Vice-President and and Provost Candidates, 1974-76
Ad Hoc Provost's Committee on Minority Studies

VII. Related Activities:

Tennessee State Director, League of United Latin American Citizens, 1973-74

Member of Supreme Council, League of United Latin American Citizens, 1973-74

Chairman, Committee of Concerned Latinos, 1974-76 (Latino Faculty and Staff Organization)

Illinois Council of Higher Education for the Spanish Speaking, 1974-76, member

LINDA VICTORIA MCCROSSAN
Gurler Road
DeKalb, Illinois 60115
(815) 758-1886
Office: (815) 753-0381

EDUCATION

Ed.D.	University of Massachusetts, Graduate School of Education Ed.D. in Bilingual/Bicultural Education Emphasis in: Teacher Education, Curriculum Development, Studies in Adapting Learning Environments to Cultural Prerequisites. Conferred in September, 1975.
M.Ed.	University of Massachusetts, Graduate School of Education M.Ed. in Humanistic Education conferred in June, 1973.
B.A.	Southern Methodist University, Dallas, Texas. B.A. in English and French conferred in June, 1963.
Diploma	Fountain Hill High School, Bethlehem, Pennsylvania awarded June, 1959.

PROFESSIONAL EXPERIENCE:

Aug. 1975 - Present

Northern Illinois University, DeKalb, Illinois
Assistant Professor in Elementary Bilingual/Bicultural Education.

administrative/ program design:
- design of certification program (undergraduate and graduate) in bilingual/bicultural education
- Course development in bilingual/ bicultural education

teaching:
- undergraduate and graduate courses

University of Massachusetts, Amherst, Massachusetts

Aug. 1973 - May 1974

Graduate Assistant to Dr. Silvia Viera
Director of Student Affairs Bilingual/Bicultural Education Professions Program

administrative:
- undergraduate/graduate counseling program for bilingual education within the 5 college area

teaching:
- assistant in Philosophy of Education for Multicultural Populations (taught in Spanish)

Sept. 1972 - May 1973

Bilingual/Bicultural Education Task Force

administration/ program design:
- co-designer of Bilingual/Bicultural Undergraduate Teacher Training Program
- coordinator Bilingual/Bicultural Summer Institute
- evaluator of bilingual education, Greenfield

Public Schools, Greenfield, Mass.

teaching: - lecturer Bilingual/Bicultural Summer Institute (Methods in Bilingual Education, Foundations of Bilingual Education)

Sept. 1970 - Jan. 1971
Teacher Preparation Program Council
Graduate Supervisor

Sept. 1971 - May 1972
supervision:
- supervisor of student interns (co-designed and implemented a team approach to supervision)
- supervisor of micro-teaching clinic

teaching: - a "Values Approach to Children's Literature"

Jan. 1971 - Aug. 1971
Goddard College, Plainfield, Vermont
Faculty Member

administration/ supervision:
- off campus education project, Denver, Colorado
- teacher educator Tlatelolco Field Study Center (Chicano alternative school, Denver, Colorado)

Sept. 1968 - June 1969
Bethlehem School District, Bethlehem, Pa.

teaching: - grade 6 all curricular materials, emphasis on an intercultural approach to social studies.

June 1966 - May 1968
United States Information Agency, Washington, D.C.
Acting Director/Director of Courses at Lao American Association, Vientiane, Laos

administration/ supervision:
- administered Binational Center with 4000 students in 4 centers throughout Laos
- supervised 40 teachers in English as a Foreign Language

program design: - in-service teacher education for teachers in English as a Foreign Language

teaching: - English as a Foreign Language

Sept. 1963 - June 1965
Colegio Americano, Quito, Ecuador

teaching: grades 4, 5, 6, all curricular materials to Spanish speaking children, English as a Second Language

Centro Ecuatoriano-Norteamericano, Quito, Ecuado (Local Hire)
United States Information Agency, Washington, D.C.

teaching: English as a Foreign Language to adults

CONSULTANT:

University of Massachusetts, Amherst, Massachusetts

July 1975 - Sept. 1975
Ecuadorian Non-Formal Education Project

May 1974 - July 1974	Hempstead Public School System, Hempstead, New York Curriculum Technician, Integrated Language Arts/Social Studies Curriculum K-5 in Spanish
May 1973	Institute of Desegregation Resources, University of Massachusetts, Amherst.
Jan. 1972 - June 1972	University of Massachusetts, Amherst, Massachusetts Ecuadorian Non-Formal Education Project
Oct. 1970	Goddard College, Plainfield, Vermont.

Membership:

National Association of Bilingual Educators
Teachers of English as a Second Language

LANGUAGES:

Spanish, French (reading)

REFERENCES:

Student Development Center
Berkshire House
University of Massachusetts
Amherst, Massachusetts, 01002

VITA

of

Esther P. Mocega-Gonzalez

Home Address: 516 North Fifth Street
DeKalb, Illinois 60115
Telephone: (815) 758-0997

1. Place of birth: Placetas, Las Villas (Cuba)

2. Nationality: American

3. Marital status: Single

4. Present position: Associate Professor of Spanish, Department of Foreign Languages, Northern Illinois University, DeKalb, Illinois

5. Formal training:

   B.A. and B.S., 1939 College of Remedios, Las Villas, Cuba
   Dr. en Filosofía y Letras, 1949 University of Havana
   Ph.D., June 1973 University of Chicago

6. Dissertation title: "El pasado histórico en la novelística de Alejo Carpentier" (under the direction of Professor Francisco Ayala)

7. Professional career:

   a. Teaching and Administrative

      Assoc. Prof. of Spanish, Dept. of Foreign Languages, Northern Illinois University, August 17, 1974 - Present; Asst. Prof., 1964-1974; Instr., 1962-64

      Prof., Institute of Superior Educ., LaVíbora, Havana, Cuba 1960-62

      General Director of the Secondary Educ. of Cuba, Ministry of Education, Havana, 1960-61

      Director of Secondary Educ. in the Province of Las Villas, Cuba, for the Board of Education, Santa Clara, 1959-60

      Professor, Universidad Central de Santa Clara, 1959-62

      Professor, Institute of Superior Education, Santa Clara, 1959-60

      Professor, Institute of Superior Education, Sancti-Spiritus, Las Villas, Cuba, 1945-59

   b. Other Activities (all at Northern Illinois University)

      Sponsor, Spanish Club, 1965-67
      Member, Library Committee, 1966-67

Coordinator, Spanish, 363-364, Survey of Spanish Literature, 1966-67
Member, Advisory Council Committee, 1966-68
Member, Curriculum Committee, 1966-68
Coordinator, Spanish,361-362, Introduction to Literature, 1967-68
Coordinator, Spanish, 365-366, Oral and Written Expression, 1967-1968
Member, Foreign Languages Committee House, 1972-73
Member, Division Personnel Committee, 1973-74
Member, Departmental Personnel Committee, 1973-74
Member, Curriculum Committee, 1973-74; 1974 -
Member, Chairman Review Committee, 1973-74
Member, Division Balloting Committee, 1974 -
Member, Graduate Studies Committee, 1974 -
Member, Library Committee, 1974

8. Service to the Community

Member, North Central Association Evaluation Committee (to evaluate DeKalb High School), November 1971

9. Fields of experience and competence.

The Latin American novel
The Second Period of Spanish-American Literature
Spanish Literary Masterpieces
Poetry of the Golden Age
Nineteenth-century Spanish Literature
Oral and Written Expression
Intermediate Spanish I, II
Elementary Spanish I, II
Culture and Civilization of Spain (including a collection of slides which I myself made depicting the culture and civilization of Spain)

10. Professional affiliations

Member, Instituto Internacional de Literatura Iberoamericana
Member, Modern Language Association
Member, American Association of Teachers of Spanish and Portuguese

11. Publications

a. Books

Ideario juvenil martiano, with Rosa Oliva (Valdés-Cruz). Placetas, Cuba: Editorial LaVoz Libre, 1953.

La narrativa de Alejo Carpentier: Su Concepto del tiempo como tema fundamental. Submitted and accepted for publication by Eliseo Torres, New York.

b. Published Articles

"Tres momentos poéticos en Julián del Casal, " Cuadernos Hispanoamericanos (Madrid), No. 236 (August 1969), pp. 473-483.

"La simbología religiosa en El acoso de Alejo Carpentier," Anales de Literatura Hispanoamericana (Universidad Complutense, Madrid), Vol. II, Nos. 2-3 (1973-74), pp. 521-532.

"La circularidad temporal en Viaje a la semilla de Alejo Carpentier," Chasqui: Revista de Literatura Hispano-Americana (Univ. of Wisconsin, Madison), Vol. III, No. 2 (febrero, 1974), pp. 5-11.

c. Articles Submitted

"El reino de este mundo de Alejo Carpentier," Cuadernos Hispanoamericanos (Madrid), forthcoming.

"El 'nuevo hombre' en La última mujer y el próximo combate de Manuel Cofiño López," paper submitted for the XVII Congreso del Instituto Internacional de Literatura Iberoamericana, to be held in Madrid in April 1975, forthcoming.

"En torno al tiempo en Perromundo de Carlos Alberto Montaner," (published)

"Aproximación a los planos estructurales en Diario de la guerra del cerdo de Adolfo Bioy Casares." (published)

"La estructura mística del viaje en Los pasos peridos de Alejo Carpentier." (Read in MMLA Convention, Chicago, Nov. 6, 1975)

d. Articles in Preparation

"Estructura de El hombre, cuento de Juan Rulfo."

"Paulina Bonaparte en El reino de este mundo."

e. Book Reviews

La última mujer y el próximo combate de Manuel Cofiño López, Chasqui, published.

Dormir al sol de Adolfo Bioy Casares, Hispamérica, published.

12. References*

Professor Francisco Ayala, Department of Romance Languages and Literatures, University of Chicago, Chicago, Illinois 60637

Professor George Haley, Department of Romance Languages and Literatures, University of Chicago, Chicago, Illinois 60637

Dr. Marvin Powell, Administration and Services, Department of Education, Northern Illinois University, DeKalb, Illinois 60115

Dr. Jack Weiner, Department of Foreign Languages, Northern Illinois University, De Kalb, Illinois 60115

Dr. Marvin Schindler, Department of Foreign Languages, Northern Illinois University, DeKalb, Illinois 60115

*All references on file and may be obtained from the Office of Career Counseling and Placement, University of Chicago, 5706 University Avenue, Chicago, Illinois 60637

Curriculum Vitae

Joe Lerner Palmer

Associate Professor of Spanish and Director, Division of Spanish and Portuguese
Department of Foreign Languages and Literatures
Northern Illinois University
DeKalb, Illinois 60115

(815) 753-1501

Personal

Date of birth: July 3, 1937
Place of birth: Wichita Falls, Texas
Marital status: Married
Children: None
Citizenship: U.S.A.
Military service: U.S. Air Force, active duty and active reserve, 1959-1965

Education

Graduate:

Ph.D. Degree: January, 1969
University of Colorado
Boulder, Colorado
Major: Spanish

M.A. Degree: January, 1964
North Texas State University
Denton, Texas
Major: Spanish

Undergraduate:

B.A. Degree: June, 1960
North Texas State University
Denton, Texas
Major: Spanish

Secondary school:

Diploma: January, 1955
Sunset High School
Dallas, Texas

Teaching experience

Northern Illinois University, Associate Professor of Spanish, 1974-present
University of Georgia, Assistant Professor of Spanish, 1968-1974

Teaching experience (continued)

University of Colorado, Teaching Associate, 1964-1968
Gainesville H.S., Gainesville, Texas, 1961-1963
North Texas State University, Teaching Assistant, 1960-1961

Teaching (Courses taught)

Beginning and Intermediate Spanish
Spanish Conversation
Spanish Composition
Techinques of Translation
Survey of Spanish Literature
Independent Study in Spanish
18th Century Spanish Literature

University activities

Coordinating and Advisory Committees, Bilingual-Bicultural Education, Northern Illinois University, 1974-present

Participant in Bilingual Teacher Training Institute, California State University at Los Angeles, July 6-18, 1975

Outstanding Honors Professor Award, University of Georgia, 1974

Professor-in-Charge, University System of Georgia Study Abroad Program, (Facultad de Filosofía y Letras, Universidad de Valencia), Valencia, Spain, June to September, 1972

Participant in Dean's Administrative Internship Program, Franklin College of Arts and Sciences, University of Georgia, September to December, 1971

Professional organizations

Modern Language Association
Midwest Modern Language Association
American Association of Teachers of Spanish and Portuguese
National Association for Bilingual Education
American Society for Eighteenth-Century Studies
Midwestern Branch: American Society for Eighteenth-Century Studies
Cátedra Feijoo (Centro de Estudios del Siglo XVIII)
Sigma Delta Pi

Research and publications

Articles:

"Elements of Social Satire in Padre Isla's *Fray Gerundio de Campazas*," *Kentucky Romance Quarterly*, XVIII (Fall, 1972), pp. 195-205.

"*La juventud triunfante* and the Origin of Padre Isla's Satire," *Hispania*, LVI (March, 1973), pp. 75-80.

"*Día grande de Navarra* and the Evolution of Padre Isla's Satire," *University of South Florida Language Quarterly*, XIII (Spring-Summer, 1975), pp. 2-6.

"Padre Isla: A Translator Looks at Translation," (accepted for publication, *Studies in Language and Literature*).

Work in progress:

"The Genesis of Padre Isla's *Fray Gerundio de Campazas*."

José Francisco de Isla, *Día grande de Navarra*, (critical edition).

Reviews:

Invited by *Hispanic Review* to review Diego de Torres Villarroel, *Vida*, ed. Guy Mercadier (Editorial Castalia: Madrid, 1972) (to appear Fall, 1975).

Papers:

"Elements of Social Satire in Padre Isla's *Fray Gerundio de Campazas*," South Atlantic Modern Language Association, Atlanta, Georgia, November, 1969.

"Padre Isla: A Translator Looks at Translation," 23rd Mountain Interstate Foreign Language Conference, Richmond, Kentucky, October, 1973.

Name: Donald J. Reyes

Personal Data: Associate Professor of Education
Northern Illinois University

Education: B.A. - Adams State College, Alamosa, Colorado, 1960
M.S. in Ed. - Northern Illinois University, DeKalb, 1965
Ed.D. - Northern Colorado University, Greeley, 1969

Experiences: One year as post-doctoral NEH Fellow in Mexican American studies at UC Santa Barbara
Faculty advisor to OLAS, the NIU Latino student organization
Experience with workshops for teachers dealing with the education of Latino students, with the organization of special assistance programs for migrants and with adult education orograms for Latinos.
Experience in evaluating Title VII bilingual/bicultural projects

Organizations: Council on Higher Education for the Spanish Speaking (CHESS), National Council for Measurement in Education and other professional organizations.

Bibliography: "Why Hispanos Get Short Changed in Education," *Colorado School Journal*, March 1970.
"Social Class, Self-Concept and Early School Withdrawal," *Colorado Journal of Educational Research*, Fall, 1970.
"Helping the Chicano in the Classroom," *Clearing House*, October, 1973.
"Spanish Language Teaching: Some Considerations," *Contemporary Education*, Winter, 1973.
"The Relative Development of Spanish and English as Abstract and Conceptual Languages in Bilingual Latino Students," ERIC.

Page-69-
Not included in original document.

PROFESSIONAL SOCIETIES:

American Association of Teachers of Spanish and Portuguese

Sigma Delta Pi

TEACHING EXPERIENCE:

Raymondville Independent School District, Raymondville, Texas, 1968-69, Elementary teacher of Migrant Program.

Texas A&I University, Kingsville, Texas, Spring, 1970, taught beginning Spanish as a faculty assistant.

Presbyterian Pan American School, Kingsville, Texas, Spanish teacher: taught beginning Spanish, Spanish Literature survey course and Hispanic American Literature survey course. 1970-71.

University of Iowa, Iowa City, Iowa, Fall, 1971, taught beginning Spanish as a faculty assistant.

University of Iowa, Iowa City, Iowa, Spring, 1973, taught fourth semester Spanish as a faculty assistant.

University of Iowa, Iowa City, Iowa, Fall, 1973, taught Intensive course of Intermediate Spanish (3rd and 4th semester).
University of Iowa, 1974-75, Spanish-American Narrative, CHICANO Literature, Intermediate Spanish.

OTHER:

1. Selling and collecting insurance for Commonwealth Insurance, Corpus Christi, Texas. Summer and Fall, 1967.

2. Extensive travel throughout U.S.A. and México. Also Canada.

3. Teacher and counselor to Mexican-American migrant children in Raymondville, Texas. 1968-69.

4. Interim Pastor in a Baptist Mission in Raymondville, Texas. 1968-69.

5. Travel with migrant workers to Northern States.

6. Coordinator of Church-Community Projects in Kingsville, and Robstown, Texas. 1969-71.

OTHER (cont.):

7. Dormitory counselor at Presbyterian Pan American School in Kingsville, Texas. 1969-71.

8. Substitute Pastor at Evangelical Church in Crystal City, Texas.

9. Translator for Communication Service at Iowa City, Iowa. 1971-72.

10. Interviewer for The Iowa Urban Community Research Center. Directed by Professor Lyle Shannon, Sociology Department at The University of Iowa. In this job I interviewed families in Arkansas, Texas and Florida. Summer, 1972.

11. Actor in The Spanish Theater Workshop, directed by Prof. Julio Durán-Cerda, Spanish Department at The University of Iowa. Fall, 1971. Spring, 1972. Fall, 1972. Spring, 1973. Fall, 1973.

12. Volunteer Service at University Hospital, Iowa City. (mostly translating)

13. Sunday School teacher at First Baptist Church, Iowa City. Since 1972...

14. Graduate Student Senator representing The Department of Spanish and Portuguese, University of Iowa. 1972-73.

15. Representative from the Teaching Assistants Organization to the Faculty, Department of Spanish and Portuguese, University of Iowa. 1972-73, 1973-74.

16. Moderator of Chicano Literature Workshop at Chicano Conference, Spring, 1975, University of Iowa, Iowa City, Iowa.

17. Participant in E.P.D.A. Institute on Bilingual Bicultural Education. Week I (Oct., 1975) and Week II (Jan., 1976).

VITA

Name: Mary Louise Seguel; Born, 1915; Married; 2 children

Education:
- B.A. (English, Science Education) University of Washington, Seattle, 1940
- M.S. Ed. (Teacher Education) Teachers College, Columbia University, New York, 1941
- Ed.D. (Curriculum and Teaching, Older Children) Teachers College, Columbia University, 1964
- Continuing Elementary Teacher Certificate, Washington, 1940

Experience:
- Elementary Teacher, and School Librarian (part-time) Wapato Public Schools, Washington, 1936-1940 and 1948-1955
- Curriculum Director, Wapato Public Schools, 1956-57
- Junior High Librarian (part-time) 1938-40
- Aconsejera de Bibliotecas, Ministerio de Educacion de Child, 1942
- Professora de Ingles, Liceo Experimental Manuel de Salas, Santiago de Chile, 1943-45
- Miembro de Facultad, Instituto Chileno-Norteamericano de Cultura, Santiago de Child, 1945-48
- Instructor, Curriculum and Teaching, Teacher's College, Columbia University, Summer, 1957
- Associate Professor of Education, Department of Elementary Education, Northern Illinois University, DeKalb, 1957 to present
- Visiting Professor, Pacific Lutheran University, Tacoma, Summer, 1962
- Research Investigator, "Effects of Industrialization on Elementary School Instruction in Chile" Santiago, Chile, 1963
- Professor of Urban Education Experience, Juniors, 1968, Northern Illinois University, DeKalb

Organizations:
- Association for Supervision and Curriculum Development
- Comparative Education Society
- Philosophy of Education Society
- History of Education Society
- International Reading Association

Bibliography:
- Author and co-author of a number of articles in the field of language teaching, especially reading
- Author of major work on history of the development of the curriculum, *The Curriculum Field: Its Formative Years*

CURRICULUM VITAE

ROSA VALDES-CRUZ

I. Place and Date of Birth: Cuba, November 1923

II. Education

The University of Chicago	Ph.D.	1973
Universidad de la Habana	Dr. en Filosofía y Letras	1944
Instituto de Remedios	Bachiller en Ciencias y Letras	1940

III. Areas of Specialization

1. Hispano-American Contemporary Literature: Caribbean Literature
2. Civilization of Spanish-America
3. Spanish Grammar

IV. Professional Experience

Associate Prof. (with tenure)	Northern Illinois Univ.	1974-
Assistant Prof. (with tenure)	Northern Illinois Univ.	1967-74
Instructor	Northern Illinois Univ.	1964-67
Professor of Spanish	Instituto de Remedios (Cuba)	1962-64
Professor of Spanish	Instituto de Sta. Clara (Cuba)	1960-62
Professor of Spanish	Instituto de Sancti-Spíritus (Cuba)	1944-60

V. Publications and Research

Books:

1. Lo ancestral africano en la narrativa de Lydia Cabrera. Barcelona: Vosgos S.A., 1974.
2. La poesía negroide en América. New York: Las Américas, 1970.
3. Ideario Juvenil Martiano (with E. Mocega). Cuba: Ed. Voz Libre, 1953.

Articles:

1. "Los mitos africanos conservados en Cuba y su tratamiento literario por Lydia Cabrera." Chasqui, III (Nov. 1973), 31-36.
2. "Tres poemas representativos de la poesía afroantillana." Hispania, LIV (1971), 39-45. This article has been selected for abstracting and listing in PMLA Abstracts (1973).
3. "Contribución del negro a la cultura cubana." Accepted for publication in The Americas, Washington, D.C.
4. "El realismo mágico en los cuentos de Lydia Cabrera." To appear in Memorias del XVI Congreso del I.I.L.I.
5. "En torno al avanzado pensamiento de la Avellaneda." To be published by Anaya-Las Américas.
6. "Visión del negro en Sor Juana Inés de la Cruz." To be published in Memorias del XVII Congreso del I.I.L.I.

Work in Progress:

Literatura del Caribe. Ensayo y Antología.

VI. Participation in International and National Professional Meetings

1. University of Madrid (Spain). Paper read at the XVII Congreso del Instituto Internacional de Literatura Iberoamericana, March 29, 1975.
2. Carnegie-Mellon University (Pittsburgh). Paper read at the Conference on Women Writers from Latin America, March 20, 1975.
3. Clemson Univ. (South Carolina). Paper read at the Twenty-fourth Annual Mountain Interstate Foreign Language Conference, Oct. 11, 1974.
4. State Univ. of New York (New Paltz). Paper read at the Centennial Symposium to honor G. Gómez de Avellaneda, Oct. 26, 1973.
5. Michigan State Univ. (East Lansing). Paper read at the XVI Congress of the Instituto Internacional de Literatura Iberoamericana, Aug. 27, 1973.
6. Carleton Univ. (Ottawa, Canada). Paper read at the VII Congress of the International Comparative Literatures Association, Aug. 18, 1973.
7. Université de Montréal (Canada). Panelist at the Africa-America Symposium, Aug. 15, 1973.
8. Eastern Illinois Univ. (Charleston). Paper read at the AATSP Annual Meeting (Downstate Chapter), April 14, 1973.
9. University of Toronto (Canada). Commentator of a paper at the XIV Congress of the Instituto Internacional de Literatura Iberoamericana, Aug. 28, 1970.
10. Rosary College (River Forest, Ill.). Paper read at the AATSP Annual Meeting (Chicago Area Chapter), March 1, 1969.
11. Northern Illinois Univ. (DeKalb, Ill.). Moderator of a round-table at the Seminario de Primavera, April 27, 1968.

VII. Professional Organizations

President, Northern Illinois Chapter of the AATSP (1974-)
Executive Council of the IFLTA (1974-)
Member: MMLA
    AATSP
    Instituto Internacional de Literatura Iberoamericana
    Sigma Delta Pi
    C.O.U.P.

VIII. Services

Sponsor Club Iberoamericano, Northern Illinois Univ.	1974-
Chairman, Spanish House of Northern Illinois Univ.	1974-
Member, Personnel Committee, Northern Illinois Univ.	1973-74
Member, Library Committee, Northern Illinois Univ.	1966-67; 1973-74
Member, University Chorus, Northern Illinois Univ.	1972-73
Coordinator, Spanish 361 Courses, Northern Illinois Univ.	1968-69
Sponsor, Spanish Club, Northern Illinois Univ.	1965-69

--During my fifteen years of teaching in Cuba, I held several administrative positions in the educational field in addition to my teaching duties.

VITA

NAME: ROBERT J. YOUNG, JR. AGE: 52
PLACE OF BIRTH: Baltimore, Maryland DATE OF BIRTH: October 5, 1922
Married, Two children

EDUCATIONAL BACKGROUND:

Institutions Attended	Dates	Degrees
New York University	1941-1945	B.A.
Universidad Nacional Autónoma de México	1945-1948	M.A.
University of Wisconsin	1949-1955	Ph.D.
M.A. equivalent in Portuguese under NDEA		
Post-doctoral Fellowship	June 1966-August 1967	

PROFESSIONAL EXPERIENCE:

Institution	Rank or Title	Dates
Northern Illinois University (Spanish)	Associate Professor	1971 -
University of Wisconsin, LaCrosse (Spanish)	Associate Professor	1969-1971
South Dakota State University	Professor & Chairman of Foreign Languages	1967-1969
Moorhead State College, Minnesota (Tenure granted 1965)	Professor	1965-1966
	Acting Chairman of Foreign Languages	1964-1965
	Associate Professor	1962-1965
Indiana University (Spanish)	Instructor	1959-1962
Ripon College (Spanish)	Instructor	1956-1958
Edgewood College, Madison, Wisconsin (Spanish & French)	Instructor	1955-1956
University of Wisconsin	Teaching Assistant	1949-1955

Appendix D

Catalogue Descriptions of Recommended Courses

1. English As A Second Language:

    1. ENGL 433/522 THEORIES AND METHODS OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (3)

        This course provides an introduction to linguistics, psychological and social problems encountered in teaching and learning English as a second language or dialect. It presents an outline of theoretical approaches, methods and interdisciplinary materials essential for understanding and coping with specific problems and situations encountered by disadvantaged language learners and their teachers in TESOL programs.

2. Selection for Recommended Electives:

    1. ANTH 220 GENERAL CULTURAL ANTHROPOLOGY (3)
    The concept of culture, its origin, development and diversity. Culture as an adaptive mechanism. Theory and method of cultural anthropology applied to the analysis of selected cultures.

    2. ANTH 230 ANTHROPOLOGY OF LANGUAGE (3)
    The nature and function of language; anthropological motivations for the study of language; contributions of anthropological linguistics distributions and relationships of languages of the world.

    3. ANTH 331 LANGUAGE AND CULTURE (3)
    Relationships of language to other forms of cultural behavior; the influence of linguistic structure and categories on modes of thought and cognition; reflections of cultural emphases in language; forms of language and their distribution.

    4. ANTH 404 PEOPLES OF THE CARIBBEAN (3)
    Description, analysis, historical development and change of several Caribbean cultures; emphasis on social, economic, religious and aesthetic elements.

    5. ANTH 405 PEOPLES OF MESO AMERICA (3)
    Cultural background of Meso American ethnic groups; historical and contemporary socio cultural systems of Indian, Negro and Mestizo groups in rural and urban areas. Attention to the processes of acculturation, urbanization and current modification influenced by contemporary society.

    6. ART 376 LATIN AMERICAN ART (3)
    Art and architecture of Central and South America.

    7. ENGL 318/ LANGUAGE AND LINGUISTICS (3)
    514 PRINCIPLES OF LINGUISTICS (3)
    Introduction to the nature of language; relationship of linguistics to other disciplines; language acquisition, linguistic change, language families, dialect.

8. ENGL 321/ STRUCTURE OF MODERN ENGLISH (3)
516 GRAMMAR OF MODERN ENGLISH (3)
Study of transformational, structural and traditional grammars of English. Required for teacher certification and recommended for the prospective teacher of English at any level.

*9. ENGL 298 TOPICS IN ENGLISH LITERATURE: THE CHICANO RENAISSANCE 1960-1975 (3)
Study the Chicano cultural revolution that is going on in an individualized course, including films, guest lectures, creative projects, and newspaper and critical writing objectives.

10. GEOG 333 GEOGRAPHY OF MIDDLE AMERICA (3)
Spatial analysis of the cultural landscapes of Mexico, Central America and the West Indies.

11. HIST 280 COLONIAL LATIN AMERICA (3)
Spanish and Portuguese colonial empires in America from their foundation through the wars for Latin American independence.

12. HIST 281 REPUBLICAN LATIN AMERICA (3)
The Latin American republics from the wars of independence to the present. Political, economic and social institutions will be examines, with special attention to patterns of Latin American government.

13. HIST 380 ANCIENT AMERICA (3)
The prehistory of the Americas from the coming of the Indian to the arrival of the Europeans. The cultural, social and political achievements of the high civilizations of ancient America and the problems connected with their development.

14. HIST 381 CONQUISTADORES: SPAIN IN AMERICA (3)
A broad survey of the Spanish conquest of America, focusing on the figure of the conquistador, studies in his social, economic as well as political role.

15. HIST 382/426 MEXICO SINCE 1810 (3)
The quest for independence--political, economic and cultural--with particular attention to the Revolution of 1910-1920.

16. FLSP 441 SPANISH-AMERICAN LITERATURE I (3)
A survey of Spanish-American literature from modernism to the present.

17. FLSP 452 LITERATURE OF THE CARIBBEAN (3)
A general treatment of the literature of Colombia, Venezuela, Central America and the Spanish-speaking West Indies with emphasis upon the 19th and 20th centuries.

* Highly recommended

18. FLSP 454 MEXICAN LITERATURE (3)
A general treatment of Mexican literature, with emphasis on the 20th century.

19. FLSP 462 SPANISH-AMERICAN CIVILIZATION (3)
The evolution of the Spanish-American pattern of civilization from the pre-Hispanic period to the present.

3. Complementary Supportive Courses:

1. EDUC 502 TEACHING THE SPANISH-SPEAKING, BICULTURAL STUDENT: THEORY AND PRACTICE (3)
An examination of relevant research literature and other materials concerned with the education of Latin students. Consideration given to the culture and experience of Latino and comparative learning styles, bilingual teaching, using standardized tests with Latinos, and government-supported programs for local districts. Included will be the development of practical procedures, materials and programs.

2. FLSP 501 INTENSIVE SPANISH FOR SCHOOL PERSONNEL (3)
Specialized course in Spanish for non-bilingual teachers, aides, counselors, administrators, or others who work directly or indirectly with students whose dominant language is Spanish.

Appendix E

Sample Areas of Concentration

SAMPLE AREAS OF CONCENTRATION*

I.	ANTH 230	Anthropology of Language
	ANTH 331	Language and Culture
	ENGL 318	Language and Linguistics
	ENGL 321	Structure of Modern English
	ENGL 433/522	Theories and Methods of Teaching English to Speakers of Other Languages
II.	FLSP 411	Advanced Composition
	FLSP 486	Spanish for Bilingual Teachers
	FLSP 487	Spanish Dialects of the USA
	FLST 318	Special Studies in Language: Spanish for the Native Speaker
	FLST 382	Special Studies in Language: Language Problems of Native Speakers of Spanish
III.	ANTH 405	Peoples of Meso America
	ENGL 298	Topics in English Literature: The Chicano Renaissance
	FLSP 441	Spanish American Literature I
	FLSP 454	Mexican Literature
	HIST 382	Mexico Since 1810
IV.	ART 376	Latin American Art
	FLSP 462	Spanish American Civilization
	GEOG 333	Geography of Middle America
	HIST 380	Ancient America
	HIST 381	Conquistadores: Spain in America
V.	ENGL 433	Theories and Methods of Teaching English to Speakers of Other Languages
	ENGL 298	Topics in English Literature: The Chicano Renaissance
	FLSP 412	Advanced Composition
	FLSP 486	Spanish for Bilingual Teachers
	FLSP 487	Spanish Dialects of the USA

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* To be developed by the individual student and his/her program advisor.

Appendix F

Learning Center and the Bilingual/Bicultural Curriculum Center

THE LEARNING CENTER

The Learning Center provides an environment for the individual study of professional education. Here, the prospective bilingual education teacher under the direction of University faculty can independently pursue basic competencies among the wide variety of print and non-print materials housed in the Center.

During the 1975-1976 school year, the Bilingual Education Coordinator, Dr. L. V. McCrossan, initiated an intensive search for bilingual materials to be housed in the Learning Center. The response to requests for complementary materials was impressive and as a result, the establishment of a bilingual materials section in the Learning Center was necessitated. In addition, numerous materials purchased by the Elementary Education Department continue to arrive and are quickly catalogued and placed on the shelf to satisfy present requests for such materials being made by bilingual education teachers in the Northern Illinois University service area.

Those materials available for study on an independent basis include elementary and secondary school texts in virtually all subject matter areas, curriculum guides, resource guides, professional journals, materials catalogues, equipment catalogues, professional reference materials and various newsletters, from agencies and organizations involved in education of the Spanish speaking.

The Learning Center contains the newest and the latest instructional media equipment for the utilization of bilingual non-print materials presently available. These materials and equipment are available for use outside the Center for class demonstrations by students and faculty.

A wide variety of materials and equipment are available in the production lab for student use and provide an ideal support system for student production of bilingual teacher made materials. The student can produce such materials as transparencies, slides, mounted pictures, posters, and other simple materials. Students have easy access to photocopy machines, a ditto machine, a transparency maker, a 35 mm camera, primary typewriters, dry mount presses, tape recorders, movie cameras, language masters, portable video tape recorders, and simple copy cameras.

The search for bilingual materials has continued. To date, instructional materials which focus on Spanish language materials, English as a second language for elementary classrooms and curriculum guides for language development (Spanish and English) and bilingual secondary materials have been added to the collection. In addition, numerous reports, journals, and other professional reference materials are available in the Learning Center. This is a unique aspect of the bilingual materials collection in the Learning Center since many of these professional reference materials may also be found in the main University library but are made more easily accessible and useful in the centralized bilingual materials collection established in the Learning Center.

Numerous requests for bilingual materials by bilingual teachers and others interested in the education of the Spanish-speaking are being met and requests for purchase of additional materials for the bilingual materials collection in the Learning Center are being formulated. It is expected that by the end of the 1976-1977 school year the bilingual materials collection will meet the need for a bilingual materials resource center not only for Northern Illinois University students in Bilingual education but for the Northern Illinois University service area as well.

Appendix G

Elementary Education Competencies

The following competencies are a suggested list of competencies which are used by cooperating teachers in evaluating Elementary Education student teachers.

1. Methods of Instruction

   a. Inter-relates areas of knowledge
   b. States concepts clearly
   c. Makes learning relevant to student
   d. Provides a variety of procedures
   e. Diagnoses and prescribes for individual differences
   f. Plans lessons appropriate for an individual, a small group, or a total group
   g. Involves students in planning and organizing
   h. Uses a variety of instructional materials.

2. Knowledge of Subject

   a. Presents accurate information
   b. Uses correct terminology
   c. Presents material at the level of learner
   d. Develops meaningful applications of subject matter
   e. Understands structure and content of area he/she is teaching
   f. Inter-relates areas of knowledge
   g. Reveals a rich background of subject matter
   h. Demonstrates ability to select and present broad concepts

3. Organizing and Planning

   a. Prepares daily and long range plans thoroughly
   b. Considers interests, needs and abilities of individual students in planning lessons
   c. States objectives clearly
   d. Selects appropriate methods, learning activities and evaluative techniques
   e. Utilizes a variety of instructional material when appropriate
   f. Uses available personnel in planning such as teacher aides, resource personnel, and paraprofessionals.

4. Classroom Control

   a. Helps students achieve workable solutions to classroom problems
   b. Makes classroom procedures explicit
   c. Is knowledgeable about school policies and adheres to them

(Continued)

   d. Tempers procedures with respect for the individual and for individual differences
   e. Is consistent in application of control
   f. Helps students realize the inter-relationship of freedom and responsibility.

5. Ability to Motivate

   a. Establishes stimulating learning experiences
   b. Motivates students to do more than is required
   c. Stimulates intellectual curiosity and fosters independent learning
   d. Stimulates original thinking
   e. Motivates students toward continuous progress
   f. Helps students establish realistic goals

6. Attitude Toward Students

   a. Recognizes and provides for differences in students
   b. Treats students with respect
   c. Helps students develop a positive self concept
   d. Helps students develop as higher potential permits
   e. Acts as a facilitator and a guide to learning

7. Ability to Communicate

   a. Speaks and writes at a level understandable to the students
   b. Communicates enthusiasm and interest verbally and nonverbally
   c. Gives clear. concise, and complete directions
   d. Communicates to everyone in the group
   e. Initiates communication with the cooperating teacher and the University supervisor
   f. Listens

8. Evaluation of Students

   a. Makes effective use of various evaluative techniques
   b. Considers the student's uniqueness when setting goals and making judgments
   c. Sets realistic priorities for evaluation
   d. Encourages self evaluation

9. Creativity

   a. Presents materials in an original manner
   b. Initiates innovative ideas
   c. Uses imagination in teaching-learning situations
   d. Uses a variety of instructional approaches
   e. Adapts projects to level and ability of students

10. Cooperation

a. Possesses concept of authority
b. Has a concept of leadership
c. Believes in joint responsibility
d. Uses democratic processes
e. Tries to resolve conflicts
f. Develops common concerns
g. Recognizes minority opinions
h. Encourages freedom of expression
i. Is capable of working well with others
j. Possesses human relation skills
k. Has ability to maintain buoyancy in trying situations

11. Adaptability

a. Is capable of changing plans when necessary
b. Exercises flexibility in classroom situations
c. Is able to adjust or modify willingly without exhibiting personal biases
d. Is able to modify individual and social activities
e. Is able to adjust to cultural surroundings
f. Makes suitable adjustments to accommodate unusual situations
g. Ability to adjust to the existing teaching structure while still maintaining one's educational philosophy

12. Dependability

a. Assumes responsibilities, such as those involved in planning, evaluation, etc., which are germane to the student teaching experience
b. Seeks, assumes, and completes responsibilities not directly connected with classroom duties such as those relating to clubs, after school responsibilities, completion of records
c. Arrives on time to classes, faculty meetings, P.T.A. events organized and prepared
d. Submits lesson plans, logs and other assignments on time
e. Prepared for unforseen circumstances such as illness and necessary absences and contacts cooperating teacher to assume that class preparations are finalized.
f. Notifies those concerned, in advance, about planned meetings during which the student teacher must be absent. Has plans prepared for these occasions.

13. Initiative

    a. Generates initiative toward developing teaching techniques, methods, materials, and ideas beyond minimal productivity or performance
    b. Initiates requests to try things on his/her own
    c. Anticipates activities to be accomplished and completes them
    d. Is a 'self-starter' who generates motivation in students and who thrives on putting forth that 'extra effort'
    e. Uses cumulative folders and case studies constructively

14. Enthusiasm

    a. Exhibits enthusiasm for the many facets of teaching
    b. Shows enthusiasm toward what he or she is teaching or presenting
    c. Exhibits enthusiasm whenever interacting with students
    d. Demonstrates a willingness to assume additional responsibilities beyond those assigned

15. Use of English

    a. Written use of English is correct and/or appropriate to the teaching situation
    b. Oral use of English is correct and/or appropriate to the teaching situation
    c. Communicates clearly and effectively

16. Emotional Maturity

    a. Accepts constructive criticism and benefits from it
    b. Maintains pleasant disposition in dealing with students and colleagues
    c. Does not allow drastic mood changes to affect teaching
    d. Does not generally permit own personal problems to interfere with effective teaching
    e. Does not become easily frustrated and/or discouraged by ordinary teaching problems
    f. Deals reasonably with unexpected teaching problems

17. Sense of Humor

    a. Recognizes and utilizes humorous situations as teachable moments
    b. Maintains perspective, even in trying situations
    c. Displays a sense of humor when appropriate to enhance the learning process
    d. Utilizes a sense of humor and pleasant disposition in relating to colleagues

18. Speech and Voice

    a. Uses an appropriate and correct vocabulary in teaching
    b. Uses correct phraseology
    c. Uses a voice that is pleasing to the listener
    d. Projects so that students can hear
    e. Speaks articulately
    f. Uses voice techniques to stimulate interest in learning

19. Tact

    a. Uses discretion when dealing with students and in making decisions
    b. Is diplomatic in communicating and working with others
    c. Analyzes situations critically and in a tactful way
    d. Uses criticism in a positive and constructive manner
    e. Avoids sarcasm

20. Professionalism

    a. Sets professional goals and works to achieve them
    b. Cooperates with other members of the faculty in solving mutual problems
    c. Works to improve the quality of education in the school
    d. Maintains appropriate relationship with students in and out of classroom
    e. Shows skill in self-evaluation and strives for improvement

Appendix H

Admission to Professional Education Program

Admission to Professional Education Program.

In order to be accepted for admission to the professional education program, students must satisfy the following requirements:

1. An overall grade point average of 2.15 or above.
2. A passing grade in all professional education courses.
3. Approval of the instructor in the student's first professional education course (Ed. 302 or Ed. 303).
4. Approval of the student's major department.
5. A minumum grade of "C" in English 103 or qualification by the passing of a qualification test in written English.
6. Approval of the Department of Speech Communication. Such approval is granted upon satisfaction of the following stipulations:
    a. Students must receive a "C" in Speech 100 to receive approval of the Dept. of Speech Communications for admission to the professional education program.
    b. Students who receive "F" may repeat the course for credit.
    c. Student who receive "D" at Northern or who transfer "D" in Speech 100 may audit Speech 100 in accordance with university regulations concerning auditing. Instructors of classes which the student is auditing will administer appropriate evaluations in relation to admission to the professional education program.
7. Adequate teaching areas which lend themselves to assignments in appropriate student teaching positions as well as placement in a teaching position after graduation.

Appendix I.

Application Forms:

Undergraduate, Graduate

BILINGUAL/BICULTURAL EDUCATORS' PROGRAM

Undergraduate Application

1. ______________________________ ______________ __________
NAME SOCIAL SECURITY # DATE

2. ______________________________ ______________
ADDRESS TELEPHONE

3. B.S. in Elementary Education__________________

B.A. or B.S. in Major Content Area_____________

Major_________________

4. Entrance into professional sequence: University standing:

Elementary Education___________ Sophomore__________

Secondary Education____________ Junior_____________

5. Diagnostic Language Skills Procedures_________________

Spanish Language Placement__________________________

6. Interview: Date:

Interviewer:

7. Previous experience which relates to applicant's interest in bilingual/bicultural education

8. Admitted:

Please return to: Dr. Linda V. McCrossan, Curriculum & Instruction, 159 Gabel Hall,
Northern Illinois University, DeKalb, IL 60115

EDUCATORS' BILINGUAL/BICULTURAL PROGRAM

Undergraduate Application

1. (Name) (Social Security #) (Date)

2. (School Address) (School Telephone)

(Permanent Address) (City) (Permanent Telephone)

3. List all of your educational experiences beyond High School beginning with the most recent.

Degree-Yr.	Location	Major	Hours earned	G.P.A.

(If not an NIU student, have you applied for admission to NIU?)

4. Please indicate previous experience which related to your interest in bilingual bicultural education. Indicate experiences with and/or residence in Latino communities and in Spanish speaking countries.

5. Are you presently receiving financial aid?

6. Do you intend to apply for financial aid (Student loans, etc.)? Yes ( ) No ( )

Appendix J

Diagnostic Language Skills Procedure

A. LISTENING COMPREHENSION AND ORAL LANGUAGE ABILITY:

Objectives: To determine an individual's ability to comprehend both a standard variety of Spanish and a U.S. dialectal variety.

To determine an individual's ability to comprehend Spanish spoken by a native speaker of the language (standard and a U.S. dialect).

To determine an individual's ability to converse in Spanish.

Level I

1. The candidate will listen to a monologue taped by a native speaker of Spanish using a standard variety of the language.

2. The candidate will participate in an interview with a native speaker of Spanish about the content of the taped monologue.

   The candidate will be expected to respond in a standard variety of Spanish to the discussion of the taped interview. If the interviewer feels that the candidate has a greater listening comprehension than ability to express himself/herself in Spanish, the interviewer will be prepared to:

   a. Ask questions in Spanish requiring simple direct answers in Spanish.

   b. Ask questions in Spanish which the candidate may choose to respond to in English.

Since it is possible for an individual to possess a greater ability in listening comprehension than in oral language ability, listening comprehension and oral language ability will be rated independently.

Placement

Not satisfactory--FLSP 311, FLST 381, FLST 382

Satisfactory--FLSP 412

Level II

1. The candidate will listen to a taped conversation between two native speakers of Spanish using both a standard and a U.S. dialectal variation of Spanish.

2. The candidate will be asked to participate in an interview with a native speaker of Spanish and of a U.S. dialectal variation.

The candidate will be expected to discuss the content of the tape using a standard variety of Spanish indicating comprehension of the dialectal sections of the tape.

Listening comprehension and oral language ability will be rated independently. Particular attention will be paid to the candidate's ability to comprehend both the standard variety of Spanish and the dialectal variation on the tape.

Placement

Not satisfactory--FLSP 412

Satisfactory--FLSP 412(optional)

Provide additional information: FLSP 487

B. READING AND COMPOSITION:

Objectives: To determine an individual's ability to comprehend written material on various levels of difficulty.

To determine an individual's ability to compose a coherent paragraph using appropriate Spanish language skills (orthography, etc.).

1. The candidate will be asked to read selected written material. The examiner will have at his/her disposal written material at varying levels of difficulty, i.e. newspapers, selections from poetry, prose and texts, to be used with the individual candidates.
2. The candidate will be asked to write a coherent paragraph summarizing the written material.

Since it is possible that the candidate might understand the written paragraph but is unable to express himself/herself cogently in written Spanish, the examiner will be prepared to discuss in Spanish or in English the contents of the written material.

Placement

Unsatisfactory--411

Satisfactory--411(optional)

Appendix K

Spanish Language Proficiency

Course Description

I. Spanish Language Proficiency Course Descriptions

1. FLST 381 SPANISH FOR NATIVE SPEAKERS
Designed especially for bilingual Latino students whose Spanish is more deficient than their English. Particular attention is given to colloquial expressions and common problems of interference of English into Spanish. The purpose of the course is to aid the students in effecting a transition from colloquial Spanish to standard Spanish.

2. FLST 382 LANGUAGE PROBLEMS OF NATIVE SPEAKERS OF SPANISH
Sequel to 381, in addition to identifying and correcting language deficiencies, emphasis is given to composition and conversation. Selected texts of Chicano and Puerto Rican literature are studied for the purpose of analyzing the language and culture assimilation problems of Spanish speaking minorities in the U.S.

3. FLSP 412 ADVANCED CONVERSATION (3)
Advanced development of oral-aural skills. Topical situations are emphasized, especially the development of specialized vocabulary and terminology related to particular instructional fields.

4. FLSP 485 STRUCTURE OF MODERN SPANISH (3)
This course stresses ability to discuss and deal with the characteristics fundamental to the Spanish language. Emphasis is also placed on the critical-analytical understanding of the development of the language as well as grammatical, rhetorical, syntactical, morphological, and idiomatic principles. The fundamental objective is to be able to discuss the Spanish language in Spanish. Students will become better equipped to make qualified judgments regarding the linguistic limitation and potentialities of the language.

5. FLSP 486 SPANISH FOR BILINGUAL TEACHERS (3)
This course is designed to provide a knowledge of the structural similarities and differences between Spanish and English. Emphasis will be placed on recognizing problems of language interference and the positive transference from one language to the other. Phonological, grammatical, syntactical, idiomatic and lexical comparisons and contrasts will be stressed.

6. FLSP 487 SPANISH DIALECTS OF USA (3)
To provide the student with a knowledge of the dialectical variations that exist within the Spanish language, especially as these variations apply to the Spanish spoken in the United States. Special emphasis will be placed on identification and appreciation of the social, developmental and regional variations within the Spanish language, as well as appreciation of language variations as valid means of communication. Interrelationships among accent, pronunciation, entonation, colloquial expressions, vocabulary, slang, etc. will be identified.

Appendix L

Field Experiences

FIELD EXPERIENCE

Central to the undergraduate program is the continuous interaction of classroom experiences and university courses. Those students participating in the three year sequence of courses in the bilingual/bicultural program will have more than 250 hours of field experience in the community and in the schools. Figure 2 on the following page illustrates the integration of these practicum experiences and university course work.

During each field experience evaluations of the students' performances are primarily made through the mechanism of the three-way conference--student, cooperating teacher or community representative and university supervisor.

The classroom field experiencec, continuing from the Sophomore Block, through Junior Block II and Senior Block parallels those experiences of students in the traditional elementary education sequence. Beginning in the Sophomore Block, students participate in classrooms as observers and work with children on a tutorial basis. The focus of this block is child learning and development. Specific class placements will be used in which students will have the opportunity of working with both Anglo and Latino students. This will be done through close cooperation between the Block instructor and the bilingual program faculty.

Junior Block II provides the teacher candidate with experiences in both the classroom and community. Students will be placed as instructional aids in elementary bilingual classrooms. The primary focus of this experience is methodology.

The community experience is designed so that the student will become aware of the community structure, its internal and external relationships. Suggested activities for the community experience are: Definition of The Latino Community--who, length of residence in the community, origins (Puerto Rican, Mexican American), places of work--Languages in the Community--dialectology, sociolinguistic analysis of language use, relationship between language use in community and language of schools--Education and the Community.

In the Senior Block experience the teacher candidate serves as a student teacher assuming the responsibilities of classroom teachers.

The following pages indicate examples of suggested evaluation procedures and a description of the community site.

PROFESSIONAL SEQUENCE* IN THE BILINGUAL/BICULTURAL EDUCATORS' PROGRAM UNDERGRADUATE PROGRAM

	The Child As A Learner	Introduction to Bilingual Education Language and Culture	The Teacher in The Classroom And In The Community	The Teacher In The Profession
Sophomore Block The Child as a Learner	CHILD DEVELOPMENT LEARNING (ED 303) EXPERIENCE IN OBSERVING AND WORKING WITH CHILDREN Major Focus	(Incidental Learnings)	(Incidental Learnings)	(Incidental Learning
Junior Block I Introduction to Bilingual Education	Continuing growth and extended use of this background	ISSUES IN BILINGUAL EDUCATION (ED 407) LANGUAGE AND LANGUAGE INSTRUCTION (ED 433, ED 341, ED 361) EVALUATION AND MEASUREMENT (ED 478) Major Focus	(Incidental Learnings)	(Incidental Learning
Junior Block II The Teacher in The Classroom and The Community	Continuing growth and extended use of this background	Continuing growth and extended use of this background	CURRICULUM AND METHODS Reading (ED435) Social Studies (ED342) Science (ED344) Curriculum (ED324) The Latino Community (ED434) EXPERIENCE IN GUIDING LEARNING and in COMMUNITY PARTICIPATION Major Focus	(Incidental Learning
Senior Block The Teacher in The Profession	Continuing growth and extended use of background in these areas.			ROLE OF THE TEACHER (ED 477) METHODOLOGY (ED 426) ASSESSMENT (ED 327)

*Suggested Sequence

Figure 2

Selection of the School/Community Site

Community Site:

East Aurora, about 40 miles from NIU, will serve as the site of the School/Community Cluster for Northern Illinois University undergraduate options in bilingual/multicultural education. It is cosmopolitan, numbering about 100,000 residents, and provides a strong Latino community and an urban, multicultural area which approximates other urban areas. The community was selected with the aid of the Coordinator of Community Assistance in the College of Continuing Education and the school system was selected with the aid of a qualified faculty member who, during the Spring semester of 1976, participated in the teaching of a Supportive Course (EDUC 502) for the English speaking teachers of Latino teachers in East Aurora.

The East Aurora community offers numerous advantages as a clinical site for the proposed teacher training program. It has the largest Spanish speaking population (13,000-15,000) within Northern's service area and it accurately reflects the general Spanish speaking community in Illinois with Mexican, Puerto Rican, Mexican American (recently arrived from Texas), and other Spanish speaking residents. The East Aurora community has a previous experience hosting community interns from other institutions of higher education and have proved cooperative and more than willing to work with the Coordinator of Community Assistance in developing a linkage between the Northern Illinois University and the community. Because of the size of the community, it is diversified with strong community organizations and independent Latino businesses and services.

Through the Coordinator of Community Assistance and Guilmo Barrio, Executive Vice President of El Centro Panamericano, a coalition of Latino organizations, the following organizations and services have been contacted about supportive services for Northern:

Illinois Migrant Council
El Centro Cultural
Latino American Democrats
LULAC
G. I. Forum
P. R. Social Action Club
Aurora Latin American Club
La Sociedad Guadalupana

School Site:

The public schools in East Aurora reflect the multicultural aspect of many urban areas. Of the more than 9,000 students, 37% are minority members. More than 2,000 of the students are Spanish speaking. In the Fall of 1976, East Aurora will have bilingual/multicultural programs from Kindergarten through 12 providing a range of placement opportunities for our School/Community interns.

EVALUATION OF STUDENT DURING __________ BLOCK

DATE: ____________________

____
(Name of Student

Assignments: ____________________________ University Instructor: __________________________

Grade: _____________ Cooperating Teacher/Community Representative: ________________________

TO THE INSTRUCTOR: IT IS SUGGESTED THAT THIS FORM BE MADE IN DUPLICATE: One copy for the next instructor and the other for your own use. All information is confidential and will be seen only by the next instructor. Comments should be frank and specific.

Check: 1 Superior; 2 Very Good; 3 Good; 4 Fair; 5 Poor

STUDENT'S CHARACTERISTICS	RATING:					STUDENT'S CHARACTERISTICS	RATING				
	1	2	3	4	5		1	2	3	4	5
Scholarship						Poise and Self-Control					
Attendance and Punctuality						Sense of Responsibility					
Thoroughness in Preparation						Courtesy					
Initiative						Enthusiasm					
Leadership						Use of English					
Possesses adequate knowledge of bilingual/bicultural content						Friendliness					
						Use of Spanish					
Possess adequate knowledge of present bilingual curriculum materials						Develops language and culture related to lessons					
Has an adequate understanding of the Spanish speaking community structure						Demonstrates ability in the use of bilingual education audio-visual materials					
Is functional in the dialectology of the Spanish speaking school population						Demonstrates ability to develop both language and culture related lessons					
Demonstrates an understanding and sensitivity to culture and language of the bilingual child						Demonstrates ability in planning and preparing a lesson; in choosing appropriate bilingual/bicultural content; in stating appropriate objectives					

SIGNATURE: ______________________________

Appendix M

Elementary Education Courses:
Departmental and State Requirements

ELEMENTARY EDUCATION COURSES
Departmental and State Requirements

ED. 303	Human Development and Learning OR	
	(ED. 300 Development of the Elementary School Child	7
	AND	
	ED. 310 Educational Psychology)	
ED. 341	Language Arts in the Elementary School	3
ED. 342	Social Studies in the Elementary School	3
ED. 344	Science in the Elementary School	3
ED. 361	Reading in the Elementary School	3
ED. 477	Problems of the Beginning Teacher (Elementary) OR	2
	(ED. 335 Contemporary American Education)	
ED. 478	Tests and Measurements	2
One additional course in reading		
		23

COURSES IN LIBERAL ARTS AND SCIENCES
(State Elementary Certification Requirements)

MUSIC 209	Fundamentals, Principles and Practices in Elementary Music
PE-W 302	Physical Education for Children
ART 383	Teaching Art in Elementary Schools
MATH 402	Curriculum and Instruction in Elementary School Mathematics (Prerequisite: Math 201 Foundations of Elementary Mathematics)
One additional hour in Social Science	

GUIDE FOR OBSERVING STUDENT BEHAVIOR IN DIRECT EXPERIENCES WITH CHILDREN

Name____Date______________Grade Level_______

______________________________________Cooperating Teacher__________________

(Please mark your evaluation of the student's behavior on the scale below)

1. Looks for and uses opportunities to communicate with children

avoids contact with children	works easily with children

2. Shows evidence of enjoyment of his relationships with children

responds curtly and sharply to children	responds enthusiastically and pleasantly to children

3. Encourages children in their work

fails to accept children's suggestions	capitalizes upon suggestions of children

4. Participates with children in their activities

remains aloof and uninvolved in children's activities	participates with children in their activities

5. Selects experiences with and for children which are related to their purposes

selects experiences without relation to children's purposes and capacities	considers children's purposes and capacities when selecting experiences with and for them

6. Helps children discover relationships, make generalizations, and apply these understandings in new situations

gives authoritative responses to learner's questions and suggestions	raises questions which lead the learners to discover relationships and make generalizations for use in new situations.

7. Has an adequate understanding of the Spanish speaking community structure.

remains uninvolved	shows understanding

8. Is functional in the dialectology of the Spanish speaking school population.

is unaware of dialectical differences	shows functional use of dialect

9. Demonstrates an understanding and sensitivity to culture and language of the bilingual child.

fails to communicate effectively	communicates effectively

10. Shares responsibility as a helping teacher in selecting and guiding experiences of children

waits for cooperating teacher to select and guide experiences of pupils	shares in planning pupil experiences with cooperating teacher

11. Takes initiative for performing routine classroom activities

ignores need for routine classroom activities	voluntarily assumes reponsibility for routine classroom activities

12. Demonstrates ability in planning and preparing a lesson by choosing appropriate bilingual bicultural content and stating appropriate objectives.

fails to plan effective lessons	plans effective lessons

13. Plans and implements learning activities with and for children

fails to plan activities for children's learning experiences	effectively plans activities

14. Demonstrates ability to develop both language and culture related lessons.

fails to plan effective lessons	plans effective lessons

15. Guides children in identifying and establishing common goals

arbitrarily established goals for the group	helps learners find and develop individual and group goals

16. Possess adequate knowledge to present bilingual curriculum materials

has little knowledge	resourceful and competent

17. Gives clear explanations and directions

gives insufficient and disorganized directions and explanations	ascertains clarity of communication by seeking interpretation of directions and explanations

18. Demonstrates ability in the proper use of bilingual education audiovisual materials

fails to secure and provide good materials for teaching	shows resourcefulness and good organization of materials

19. Develops and collects resource materials for an activity

fails to secure and provide appropriate materials for teaching	is resourceful and systematic in developing and collecting teaching materials

20. Involves pupils in continuous evaluation of progress toward goals

fails to evaluate in any manner	guides the learners in individual and group evaluation

Appendix N

Northern Illinois University

Language Testing Center

NORTHERN ILLINOIS UNIVERSITY LANGUAGE TESTING CENTER

As part of Northern Illinois University's committment to the implementation of bilingual/bicultural education in the State of Illinois, Northern will support a Language Testing Center which will examine the linguistic competence of applicants for the bilingual certificate in two languages: English and Spanish. Linguisitic competence is defined as those levels of performance judged by the Illinois Office of Bilingual Education to be adequate in order to receive bilingual certification.

The language examination will consist of two parts, a written instrument of reading ability and an oral interview. The written test will eventually serve as a screening device with those not reaching a minimum score being eliminated from the interview. However, initially all those applicants taking the written test will participate in the oral interview in order to provide the opportunity of gaining data for the testing procedures.

The following proposal describes the written and oral examination and the testing procedures at Northern.

I. Content of the Examination and Evaluation Criteria

A. Minimum Levels of Achievement

1. Spanish language ability

   The applicant is able to use the language fluently and effectively in a wide range of social and professional contexts; demonstrates flexibility and confidence even in unfamiliar situations; wide range of vocabulary; deviance from native pronunciation and structure does not interfere with comprehensibility and effectiveness.

2. English language ability

   The applicant is able to satisfy routine social and professional demands; reasonably fluent and confident in familiar social situations including introduction and casual conversation about current events, work, family, and autobiographical information; vocabulary adequate for self-expression, deviance from native pronunciation and structure does not seriously interfere with comprehensibility and effectiveness.

B. Test Description

1. Written test of reading ability

The following tests are standardized and are group administered. The application of these examinations procedures for candidates seeeking the bilingual certificate will be considered by Northern in its internal review of the testing procedures.

a. English

The Nelson-Denny Reading Test published by Houghton Mifflin will be used. Administration time for the test is 30 minutes. Applicants will be expected to rank in the 50th percentile or above using the 10th grade norms.

b. Spanish

The MLA Cooperative Foreign Language Proficiency Test in Spanish, Reading Section, published by the Modern Language Association of America will be used. Administration time is 40 minutes. Applicants will be expected to rank in the 90th percentile as suggested by the Illinois Office of Bilingual Education.

2. Oral Interview

Administration and evaluation of this portion of the test will be done by native or near native speakers of the language involved. Administration is individual and will require approximately fifteen minutes per applicant. To allow sufficient time between interviews for completion of evaluation forms, interviews will be scheduled at thirty minute intervals. Applicants will be assigned to the interviews in alphabetical order.

The oral interview is a test of the applicant's ability to use language effectively in a variety of oral communicative contexts. The emphasis is on overall effectiveness and flexibility rather than on individual points of grammar, pronunciation or vocabulary.

In order to provide a relaxed environment which encourages conversation, the interviews will be conducted in an informal setting. Audio tapes will be made of all interviews. As suggested by the Illinois Office of Bilingual Education, the oral interview will include three separate tasks each lasting approximately five minutes. These tasks include: an informal social exchange; an uninterrrupted statement about bilingual education; and a role play situation typical of a situation of the kind that a bilingual teacher is likely to encounter.

Each evaluator will rate the candidate on each separate task according to each of the following criteria: appropriateness, comprehensibility, and fluency. Ratings will be given along a scale of one to five with one being minimal and five being native competency. Each evaluator will rate the candidate on the above criteria in the course of the interview using the attached rating form.

Applicants in English must received an everage minimum score of three in order to qualify for the bilingual certificate. For the Spanish language, the applicant must receive a minimum average schore of four. These levels are determined by the Illinois Office of Bilingual Education.

II. Administration and Policies of the Language Testing Center

The test administrator, Dr. Robert B. Cluff, is currently serving as a Measurement and Evaluation Specialist at Northern's Testing Services. He served as Associate Director of the Testing Services for thirteen years and has spent more than five years working with the United Nations Educational, Scientific and Cultural Organization in Educational Measurement. Among his present duties are the administration of standardized tests, provision of information on test selection for a variety of purposes, ordering tests and maintaining test security and scheduling and scoring of standardized tests. Dr. Cluff will be responsible for the administration, scoring of the written tests, maintenance of their security, as well as maintenance of copies of the written examinations and tapes.

Dr. Cluff will work closely with the Coordinator of the Bilingual/Bicultural Educators' Program in order to insure consistency in the administration of the Test Center with the goals and objectives of bilingual/bicultural education.

The evaluators of the oral interview in Spanish are Dr. Alfonso Rodriguez, Dr. Esther P. Mocega-Gonzales, Dr. Rosa Valdes-Cruz. The evaluators of the oral interview in English are Dr. Arra Garab and Dr. Gustaaf Van Cromphout.

Dr. Cluff and the Coordinator of the bilingual program will work with members of the Language Testing Center staff in preparation for the oral interviews. A pool of questions* will be formulated for use in each portion of the interview and simulation interviews will be used for staff training. In order to aid in gaining consistency of rating, during the training process, all evaluators in each language will rate the simulation tapes.

---

* See Appendix for sample suggested questions.

The standarized tests will be placed in the vault of the Testing Services providing access only to Dr. Cluff and other official Testing Services professional staff.

A periodic internal review of the testing procedures will be instituted. Each staff member and each applicant will be asked to complete a questionnaire regarding text administration and effectiveness. Represenatives of the test center staff will also participate in State sponsored workshops in language testing.

The test material and the biographical/linguistic data sheets will be maintained at Northern Illinois University for a period of three years.

The results of the examinations, identified as pass/fail, will be sent to the Director of Certification in Springfield, Illinois, and to the applicant within ten days of the examination. Examination results will be released to other individuals only with the written consent of the applicant. Examination results will, however, be used for the internal review of the testing procedures.

Sample Suggested Questions for the Oral Interview

1. What is bilingual/bicultural education? Its advantages and disadvantages?
2. What are the goals and objectives of bilingual/bicultural education? Do you agree?
3. How can the bilingual/bicultural teacher be a resource to the regular classroom teacher?
4. What do you think are the major problems in bilingual/bicultural education?
5. What are your views of the way students learn their first and second languages?
6. How would you describe the role of culture in bilingual/bicultural classrooms?
7. How do you define education?
8. How do you view the role of the bilingual teacher?